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ABSTRACT

This book is the first volume in the "Kids and Computers" series, a series of books designed to help adults easily use high-quality, developmentally appropriate software with children. After reviewing the basics of selected software packages (how to start the program, stop the program, move around, and use special keys) several ideas and suggestions are presented based on the principle that children learn by exploration and discovery. The book includes: ideas for playing games, simple questions that help children associate a computer-based activity with the real world, and fun things to do away from the computer that help develop further concepts learned about on the computer. The areas of learning that are covered by the software include: alphabet and letters, animals, colors, community helpers, counting and numbers, creativity, letter/word association, memory and concentration, music, patterns and early math skills, pre-reading, problem solving, science and nature, seasons, shapes and storytelling. Each software package typically contains four-to-five individual activities. The description of each activity includes: concepts to reinforce, tips for reinforcing the concepts, talking about the activity, and ideas for expanding the concepts. The following companies' trademarked products are referred to in this book: Broderbund Software ("The Playground," "The Backyard," "Just Gramdma & Me"); Walt Disney Computer Software ("Mickey's ABC's," "Mickey's 123's," "Mickey's Colors & Shapes"); Computer Curriculum Corporation (Richard Scarry's "Busytown"); Edmark ("Thinkin' Things," "Millie's Math House," Bailey's Book House"); Humongous Entertainment ("Putt-Putt Joins the Parade," "Fatty Bear's Birthday Surprise"); Lawrence Productions ("Katie's Farm," "McGee," "McGee At the Fun Fair"); The Learning Company ("Reader Rabbit I," "Math Rabbit", MetroGnomes' Music"). The availability of these products is not cited nor are there any guidelines for computer operational capacity required for these products.) (AA)

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Teachers, Computers & Kids

Recipes for Success in Early Childhood Settings

Kids and Computers

Number 1
Teachers, Computers & Kids
Recipes for Success in Early Childhood Settings

Teachers, Computers & Kids

Recipes for Success in Early Childhood Settings

by
Suzy Crowe
and Elaine Penney

Moonshee Press
Alpharetta, Georgia

Teachers, Computers & Kids

Recipes for Success in Early Childhood Settings

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Suzy Crowe

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This books was inspired by a special boy—Sam Crowe. From Sam I have discovered parents learn as much through exploration and play as children do.

Without ideas and encouragement from my family and friends, this project would never have ended. I am fortunate to have friends who are family and a family who are friends. Special thanks go to Joanne Chase, Jim Waller and Sarah Foster. I owe you guys! And yes, Mary, you told me so.

Thanks to the teachers and children at St. Mary's Villa Child Development Center and Grace Eaton Dayhome for their willingness to let me explore and play with them. Being with you always lifted my spirits.

To everyone who works with our children in child cares, schools, and homes—you hold our future in your hands. There are no words to express how important your work is or how much it is appreciated.

—Suzy Crowe

Trademarks

I want to make a brief comment about the publishers whose software is highlighted in this book. These companies' products are wonderful. Their prices are also unbelievably low for the quality of the products. I urge you to never copy their software (or this book) for anyone.

The following companies' trademarked products are referred to in this book (it is important to note that these companies neither sponsored nor originated *Teachers, Computers & Kids: Recipes for Success in Early Childhood Settings*): Broderbund Software (*The Playroom, The Backyard, Just Grandma & Me*); Walt Disney Computer Software (*Mickey's ABC's, Mickey's 123's, Mickey's Colors & Shapes);* Computer Curriculum Corp. (*Richard Scarry's Busytown*); Edmark (*Thinkin' Things, Millie's Math House, Bailey's Book House);* Humongous Entertainment (*Putt-Putt Joins the Parade, Fatty Bear's Birthday Surprise*); Lawrence Productions (*Katie's Farm, McGee, McGee At the Fun Fair);* The Learning Company (*Reader Rabbit I, Math Rabbit, MetroGnomes' Music).*

Italics indicate trademarked products in this book.

About the Authors

SUZY CROWE

1995 is a banner year for Suzy Crowe. Not only has her first book in a series been published, but also, her company's Vice President of Research and Development—Sam Crowe—has started kindergarten. After years of teaching math and music and helping adults tame technology in the workplace, Suzy founded a company dedicated to launching children and teachers on a lifetime voyage of discovery using technology. While Sam is in school, Suzy and the rest of the team at Bit-by-Bit conduct workshops, publish a monthly newsletter (*Green Eggs & RAM*) and experiment with ideas for future publications.

ELAINE PENNEY

With nine years of computer education experience, a Bachelor's Degree in Elementary Education, and a deep love for children and writing, Elaine Penney sat down with her dog, Mattie, at her feet to write for *Teachers, Computers & Kids.*

At the risk of sounding corny, Elaine notes that, "Nothing is more rewarding than enhancing the education, self-esteem, and enjoyment in a child's life. I am honored by the opportunity to be part of *Teachers, Computers & Kids* , and I wish I could be with each child as he or she discovers the wonderful world of computers."

Teachers, Computers & Kids

Recipes for Success in Early Childhood Settings

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Our Philosophy and Purpose

Children learn through exploration and play.

Bit-By-Bit's unique approach to weaving the computer
into daily activities adds an exciting new dimension to exploration.

At Bit-By-Bit, we believe the object of this exploration is to have fun and to learn.

We also believe the object is for every child to enter the playing field of life with:

a strong self-esteem

a cooperative spirit

a sense of creativity, and

the joy of learning.

We are proud to help develop the game plan for our children.

The rules are simple, the game is fun, and the rewards are many.

Luckily, it's fun to learn through exploration and play.

Let's Learn!

A Word to Teachers

Our children are coming into a world where it is essential to embrace change at a dizzying pace. To thrive, they must not be intimidated by change—they must look forward to change and have the will to persist.

We are now at a crossroad. The evolution of technology and today's global society demand a new type of literacy. Our children must become a new breed of thinkers who enter society with a wide range of thinking, creating, communicating and synthesizing skills. To have a well-educated, well adapted, self-confident population we must transform our teaching processes.

Whether children are in a child care center, a public school, or a home school, it is imperative that we meet their developmental and educational needs in early childhood while the "playing field" of life is relatively level for all children. A key component in meeting these needs and helping our children thrive is restructuring teaching processes, integrating technology with teaching practices that address the new literacy requirements and support children's natural love of learning.

To us, the computer is a strange and powerful tool. To our children, it is a way of life. When we view the computer through teacher's eyes, we will find exciting new ways to help launch our children on a joyful, lifetime journey of learning.

Teachers, Computers & Kids: Recipes for Success in Early Childhood Settings is a guidebook for those teachers who have chosen technology as the next destination on *their* lifelong journey of learning. It contains recipes and ingredients designed to move technology from the outposts and frontiers of early childhood education into the mainstream. The materials in the book help teachers embrace change and weave technology into their environment effectively.

Happy trails to you!

P.S. Do not be afraid of the computer. You are in complete control of it—it can only serve you.

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Table of Weights and Measures
(Truths about Computers and Kids)

Most cookbooks begin with information about basic cooking techniques. The recipes in the cookbook assume those techniques are understood. Understanding the following information is key to successful use of *Teachers, Computers & Kids Recipes for Success in Early Childhood Settings.*

Teachers are the key to appropriate use of computers in early childhood education settings.
...Teachers are not teaching computers—they are helping children play and explore with computers.

...Teachers should not be too concerned about "which buttons to push." If children need help starting an activity, help them get started, then let them explore. They will figure out what to do and how to do it—usually a lot quicker than we can tell them! Children learn valuable lessons about experimentation and persistence while they explore the software.

...Avoid taking away computer time as a punishment. Since children love working with the computer, it can be tempting to take away computer time as a form of discipline. However, the rich learning environment the computer provides is often needed the most by children who are most likely to be penalized.

Two or three children should explore and play with each computer at a time.
...Social and cooperative skills flourish at the computer. Children see sharing a computer as a team effort. The level of discussion that occurs at the computer will amaze you.

...Peer learning abounds as children try to figure out things at the computer. The amount of discussion about alternatives, strategies, and hypotheses that occur at the computer is exciting.

...Let children who need their self-esteem boosted show other children or adults how to use the computer.

Talk about it!
...Even the most reserved child enjoys talking about what happened at the computer. Take advantage of this and find out how children's thought processes work. Questions should be open ended—every answer is meaningful.

...Use group computer activities to promote discussion along certain topics. For instance, if your group is experimenting with the wind, ask if anyone knows of a good computer activity with the wind. Sit around the computer and explore that activity—make predictions about what will happen. Discuss the actual results.

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The computer naturally generates a positive attitude toward learning.
...As children try different approaches and experiment with how to make the computer do what they want it to do, they learn about persistence.

...Build on children's enthusiasm about computer play by expanding on the ideas away from the computer. Build your own bridges.

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Computers Belong in Early Childhood

The recent availability of stimulating, interactive technology and high quality, developmentally appropriate software has finally made computers appropriate in early childhood settings.

Using computers to explore and play provides tremendous impetus in our efforts to nurture children, enhance their self-esteem, and foster the joy of learning. Never before have we had the ability to stimulate all facets of learning and reach out to all types of learners simultaneously. This is especially important in early childhood settings where many children fall behind not because they don't want to learn, rather, because they are not acclimated to a learning environment.

The world of the computer is a fantastic playground limited only by our imagination and our understanding of how to integrate computer play into early childhood settings. *Teachers, Computers & Kids: Recipes for Success in Early Childhood Settings* is the first book in the *Kids and Computers* series. *Kids and Computers* is a series of books designed to help adults easily use high-quality, developmentally appropriate software with children.

After reviewing the "basics" on a selected software package (how to start it, stop it, move around, and use special keys), the books in the series present ideas and make suggestions based on the principle that children learn by exploration and discovery. As children explore and discover, they construct knowledge. Their knowledge becomes real when they talk about their discoveries and relate those discoveries to their own world. And, as children develop new associations they also make new discoveries about their world and themselves.

The *Kids and Computers* series contains ideas that encourage growth in the same way. Computer time is not viewed as an isolated event. Instead, it is seen as a springboard for constructing knowledge. The books include ideas for playing the games, simple questions that help children associate the activity with their world, and fun things to do away from the computer that help develop the concept further. When developing the materials, we asked "What can you talk to children about after the activity is complete? How can learning be extended into the child's world? What can be done away from the computer to explore and test newly formed ideas?" As you use these materials, we believe you will begin to combine them with your own unique teaching techniques and strategies.

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How Was the Software for this Book Chosen?

For this book, we selected a group of developmentally appropriate, educational software that is balanced to stimulate growth of the whole child. Balance is achieved in themes, approaches, and level of complexity. We accomplished this by:

- **Looking for software with a high level of language**. Spoken and printed language are abundant in the software we selected. The language provides a context for objects, activities, and ideas.

- **Selecting software that supports a wide range of learning.** This high quality software appeals to novices and experts at the same time. As children's knowledge grows, the software leads the child into more sophisticated exploration and discovery.

- **Providing appropriate "Question and Answer" software.** This gives children a non-threatening environment to try out new skills with immediate feedback. This is not "Skill and Drill" software. The computer feedback to children's responses is developmentally appropriate—it leads children to correct answers using methods similar to those teachers use.

- **Ensuring software respects individuals, encourages diversity, and promotes cooperation.** In children's minds, the characters in the software are cool—what they say and do is to be emulated. We were diligent in reviewing the subtle messages software sends to children.

In addition to achieving balance in content, we looked for classic educational software that runs on a variety of computers. Because of funding constraints, many teachers must use old computers. Although some of the software in this book requires advanced multimedia computers, other software runs on older computers. Before purchasing new software, check with the software vendor to make sure it will run on your computer.

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Where to Start?

When we selected the software for this book, we selected software that appeals to a wide variety of learners. Some software is best suited for young children, other software is best for "older" young children. We think the following activities are good starting places for the two extremes:

Youngest Children (Older 3's–5)
Katie's Farm
McGee
McGee at the Fun Fair
MetroGnomes' Music (Pick & Play activity*)*
Mickey's ABC's
Mickey's 123's
Millie's Math House (Build a Bug, Number Machine activities*)*
Playroom (Mixed-Up Toy activity*)*

Older Children (Older 5's–8)
Backyard
Fatty Bear's Birthday Surprise
Just Grandma & Me
Math Rabbit
Millie's Math House (Bing & Boing, Cookie Factory activities*)*
Putt-Putt Joins the Parade
Reader Rabbit
Thinkin' Things

For anyone not in the extremes, *Fatty Bear's Birthday Surprise, Just Grandma and Me, Mickey's ABC's,* and *Putt-Putt Joins the Parade* are great starting places.

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Areas of Learning

Alphabet & Letters

Bailey's Book House–Letter Machine
Mickey's ABC's
The Playroom–ABC Book (all three storyboards); Computer
Reader Rabbit–Labeler Game; Matchup Games; Sorter Game; Word Train Game

Animals

The Backyard–Animal Cookies Game; Animal Habitat Sticker Book; Knothole Game
Bailey's Book House–Letter Machine
Just Grandma & Me (beach animals)
Katie's Farm
Mickey's Colors & Shapes–Act III
Millie's Math House–Build a Bug; Number Machine
The Playroom–ABC Book (farm storyboard)
Thinkin' Things–Feathered Friends; Fripple Shop

Colors

Mickey's Colors & Shapes–Act I; Act II; Act III
Thinkin' Things–Blox-Flying Shapes; Blox-Flying Spheres; Fripple Shop

Community Helpers

Busytown–Bruno's Deli; Delivery Truck; Dr. Diane's Hospital; Fire Station; Gas Station
Mickey's Colors & Shapes–Act II (city backgrounds)
The Playroom–ABC Book (city storyboard)
Putt-Putt Joins the Parade

Counting & Numbers

The Backyard–Knothole Game
Busytown–Bananas Gorilla; Gas Station; Seesaw
Fatty Bear's Birthday Surprise–Bowling
Math Rabbit–Balloon Matching Game; Calliope Counting Game; Sea Lion Show; Tightrope Show
Mickey's 123's
Millie's Math House–Build a Bug; Cookie Factory; Number Machine
The Playroom–Mousehole; Spinner Toy

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Creativity

The Backyard–Pumpkin Patch
Bailey's Book House–Kid Cards; Make a Story
Fatty Bear's Birthday Surprise–Cabbage Head, Piano
MetroGnomes' Music–Melody Maker
Mickey's ABC's
Mickey's Colors & Shapes–Act II
Millie's Math House–Bing & Boing; Build-A-Bug; Mouse House
The Playroom–ABC Book (all storyboards); Mixed-Up Toy
Thinkin' Things–Blox-Flying Shapes; Blox-Flying Spheres; Feathered Friends; Oranga Banga; Toony Loon

Letter/Word Association

Bailey's Book House–Edmo & Houdini; Kid Cards; Letter Machine; Make a Story
Busytown–Delivery Truck
Just Grandma & Me
Mickey's ABC's
The Playroom–ABC Book; Computer
Reader Rabbit–Labeler Game; Matchup Games

Memory & Concentration

The Backyard–Animal Cookies Game; Sandbox Treasure
Busytown–Delivery Truck
Fatty Bear's Birthday Surprise
Math Rabbit–Balloon Matching Game
MetroGnomes' Music–Match a Tune; Time A Trip
Mickey's Colors & Shapes–Act III
Millie's Math House–Bing & Boing
Putt-Putt Joins the Parade
Reader Rabbit–Matchup Games
Thinkin' Things–Fripple Shop; Oranga Banga; Toony Loon

Music

The Backyard–The fence in the main screen
Fatty Bear's Birthday Surprise
Math Rabbit–Calliope Counting Game
MetroGnomes' Music–Hi-Lo Rescue; Match a Tune; Melody Maker; Pick and Play; Time A Trip
Millie's Math House–Bing & Boing
Thinkin' Things–Blox-Flying Shapes; Blox-Flying Spheres; Oranga Banga; Toony Loon

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Patterns & Early Math Skills

Busytown–Bananas Gorilla; Gas Station; Seesaw
Math Rabbit–Balloon Matching Game; Calliope Counting Game; Sea Lion Show; Tightrope Show
MetroGnomes' Music–Match a Tune; Time A Trip
Mickey's 123's
Millie's Math House–Bing & Boing; Build a Bug; Cookie Factory; Little, Middle, & Big; Mouse House; Number Machine
The Playroom–Clock; Mousehole; Spinner Toy
Putt-Putt Joins the Parade–Peg Maze Box
Thinkin' Things–Feathered Friends; Fripple Shop

Pre-Reading

Bailey's Book House–Edmo & Houdini; Kid Cards; Read-A-Rhyme
Busytown–Bruno's Deli; Delivery Truck; Storytime
Just Grandma & Me
The Playroom–Computer
Reader Rabbit–Labeler Game; Matchup Games; Sorter Game; Word Train Game
Thinkin' Things–Fripple Shop

Problem Solving

The Backyard–Animal Cookies Game; Knothole Game; Sandbox Treasure
Busytown–Bananas Gorilla; Building a House; Captain Salty's Ship; Delivery Truck; Gas Station; Mr. Fixit's Workshop; Seesaw; The Wind
Fatty Bear's Birthday Surprise
Math Rabbit–Balloon Matching Game; Calliope Counting Game; Sea Lion Show; Tightrope Show
Mickey's 123's
Mickey's ABC's
Mickey's Colors & Shapes–Act III
Millie's Math House–Bing & Boing; Cookie Factory; Little, Middle, & Big; Mouse House
The Playroom–Mixed-up Toy; Spinner Toy
Putt-Putt Joins the Parade
Reader Rabbit–Labeler Game; Matchup Games
Thinkin' Things–Feathered Friends; Fripple Shop; Oranga Banga

Science & Nature

The Backyard–Animal Cookies Game; Animal Habitat Sticker Book; Knothole Game; Pumpkin Patch; Sandbox Treasure; Scarecrow Game
Busytown–Dr. Diane's Hospital; Seesaw; The Wind
Just Grandma & Me
Katie's Farm
The Playroom–ABC Book (farm storyboard); Clock

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Seasons

Fall

The Backyard–Pumpkin Patch; Scarecrow Game
Bailey's Book House–Kid Cards

Spring

Busytown–The Wind
Bailey's Book House–Kid Cards

Summer

The Backyard–Animal Cookies Game; Animal Habitat Sticker Book; Knothole Game; Sandbox Treasure
Bailey's Book House–Kid Cards
Just Grandma & Me
Katie's Farm
McGee at the Fair
Mickey's ABC's
Millie's Math House–Build a Bug
The Playroom–ABC Book (farm storyboard)

Winter

The Backyard–Animal Habitat Sticker Book
Bailey's Book House–Kid Cards

Shapes

Mickey's Colors & Shapes–Act I; Act II; Act III
Millie's Math House–Little, Middle, & Big (sizes); Mouse House
Thinkin' Things–Blox-Flying Shapes; Blox-Flying Spheres

Storytelling

Bailey's Book House–Make a Story; Read-A-Rhyme
Busytown–Storytime
Just Grandma & Me
Mickey's 123's
Mickey's ABC's
Mickey's Colors & Shapes–Act II
The Playroom–ABC Book

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The Backyard

In *The Backyard*, children experiment with animals and habitats, use maps to find hidden treasure, and create funny faces using fruits and vegetables. Children enjoy playing in and exploring this backyard just as they do their own backyard. Activities in *The Backyard* include:

Animal Cookies Game

The Animal Cookies Game explores the anatomy of animals. Assembling animal cookies promotes curiosity about animals and how they survive in the world.

Animal Habitat Sticker Book

Discovering there are special homes (habitats) for animals is a major finding for children. In this activity, children choose an animal sticker from the bottom of the book and try to place it in its natural habitat. When the animal is in its natural habitat, the fun begins!

Knothole Game

This innovative activity is a great way to develop early reasoning skills. Children work their way around a board, gathering parts of an animal and its habitat. As children play, they gain confidence and develop strategies.

Pumpkin Patch

Children use fruits and vegetables to create facial expressions on the pumpkin in the Pumpkin Patch. Five caterpillars use neat tricks to help create the faces.

Sandbox Treasure

Adventurers of all ages love searching for treasure in the sandbox. As children search, map reading skills are developed. Maps become progressively harder as children explore and develop expertise.

Scarecrow

Children explore emotions and the meaning of facial expressions, both real and silly, as they change the Scarecrow's face and hat. Thought balloons (like cartoons) help explain why the Scarecrow may be feeling that way.

Moving Around

Starting the Program

Some versions of *The Backyard* start directly from a disk or icon for *The Backyard*, other versions start from an icon for *The Playworld*. In *The Playworld* version, click on the sandbox in *The Playworld* to start *The Backyard*. In either case, when the

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credits screen for *The Backyard* appears, click on Pepper or Ginger Mouse to begin exploring *The Backyard*.

Selecting an Activity

Once inside *The Backyard*, use your mouse to select any of the objects. Some objects are fun and entertaining by themselves, like tic-TAC-toe; others take you to another screen for more activities. Sit long enough and you can watch *The Backyard* become lively on its own.

Changing Levels of Difficulty

Knothole Game—The Knothole game has two games to play, an easier game for new players and a harder game for experienced players. Each time the Knothole game is started, the player chooses which game to play. When playing with Bonga Bot instead of another player, the head selected (expert or beginner) also affects the level of difficulty.

Sandbox Treasure—The level of difficulty in the Sandbox Treasure game is set when the activity first starts. In the remote control room, players select the difficulty (easy, medium, hard) using the control on the bottom of the screen next to the picture of the backyard. In the medium and difficult settings, players also choose a map skill level. Map skill levels are set on the remote control for horizontal maps (upper left of the screen) or the remote control for vertical maps (lower left of the screen). The medium level offers settings 1–5, the difficult level offers settings 1–10. 1 is the easiest setting.

Printing

The printer icon appears when printing is an option. Click on the printer icon to start printing.

Getting Help

To get more information on playing a game, press F1, Ctrl-H, or Command-H on any screen.

Exiting an Activity

You may exit an activity be either clicking on *The Backyard* inset window in the corner of the screen or by pressing **ESC.**

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Using Special Keys and Features

The following is a list of special keys:

DOS and Windows:

Key	Action
Arrow Keys	Move the cursor (hold down the shift key for faster cursor movement)
ESC	Return to *The Backyard* main screen
Ctrl-H or F1	Brings up Help
Ctrl-O	Shows Options/Preferences menu
Ctrl-P	Toggles printing on and off
Ctrl-Q	Quits *The Backyard*
Ctrl-S	Toggles sound on and off
Alt	Holding down the Alt key speeds up animation

Macintosh:

Key	Action
Arrow Keys	Move the cursor (hold down the shift key for faster cursor movement)
ESC	Return to *The Backyard* main screen
Command-H	Brings up Help
Command-P	Toggles printing on and off
Command-Q	Quits *The Backyard*
CONTROL	Holding down the Control key speeds up animation

Options

Pressing **Ctrl-O** (DOS/Windows) or clicking on the **Options** Menu (Mac) allows you to change the following options:

- Sound: Turn it on or off
- Mouse dragging style: Choose how to drag objects. You can either click and hold down the mouse button to drag objects or click and release the mouse button to drag objects.
- Graphic detail: High detail (slower) or low detail (faster)

Leaving the Program

Press **ESC** or click on the inset window to leave an activity. Press **Ctrl-Q** (DOS/Windows) or **Command-Q** (Mac) to leave *The Backyard*.

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Special Note

Animal Facts in the user's manual for *The Backyard* contains a wealth of great information about the habitats and animals used in *The Backyard*.

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Animal Cookies Game

Click on the animal crackers on the picnic table to begin an adventure in imagination and discovery. Two animal crackers appear on the tabletop, separated from their body parts. As children reconstruct the animals, they enjoy learning about anatomy. (For a glimpse of the whole animal, they can click on the wand.)

Concepts to Reinforce

- Associating parts with a whole
- Understanding the relationship between an animal's body and its environment
- Identifying animals

Tips for Reinforcing the Concepts

- Reconstruct the first animal as well as possible. Click on the magic wand for help with any missing or incorrect parts.
- See how silly you can make an animal look. For example, does a penguin need a tail or does a jackrabbit need wings?
- Once an animal has been put back together correctly, it will flash several times and its natural color will appear. Discuss where in nature this animal belongs. For example, birds belong in the sky, fish belong in water.

Talking About the Activity

- What is your favorite animal?
- Where does your favorite animal live?
- If you lived in the jungle what animal would be the biggest help to you? What about on a farm? In the desert?
- Can you name five animals with tails?
- Do you have any pets at home? What kind? What are their names?

Ideas for Expanding the Concepts

- Pick a part of our environment (sky, woods, water, etc.) and let the group list different animals that live there. Discuss the body parts that help the animal live there.
- Play charades with animals. Let each child act out his or her favorite animal and have the group guess what it is.

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- Have each child draw an animal part on paper and cut it out (i.e., wings, tails, paws, beaks). Set the parts on a table. Construct an animal using mixed up parts. Have each child tell a story about his or her animal.

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Animal Habitat Sticker Book

Click on the book located on the picnic table to enter the *Animal Habitat Sticker Book*. The book contains pictures of natural habitats and animals. Click and drag the animals into their natural habitat and watch what happens! If the animal does not belong in that habitat, the animal will bounce back to the bottom of the page.

Concepts to Reinforce

- Associating animals with habitats
- Associating animals with their activities
- Understanding how animals and their activities relate to their habitat

Tips for Reinforcing the Concepts

- Once all the animals have been placed correctly, watch as they do their natural tasks such as swimming, flying, and climbing. Discuss how each animal is equipped to do such tasks.
- Click on the turned page to change the animal habitats. Notice that there are four habitats with different animals for each habitat.
- Move the animals around to different places within their habitat and see how they react in each location.

Talking About the Activity

- How would you describe your habitat at home?
- If you could have any animal as a pet, what would it be?
- Why do some animals have to live in certain habitats? For instance, why couldn't a penguin live in the desert?
- What habitat do you live in? The woods, the lake, the highway? What kind of animals do you find there?

Ideas for Expanding the Concepts

- Let each child draw a picture of a habitat from anywhere in the world and make up a story including different animals in that habitat.
- Using miscellaneous objects from the room, let each child dress up as their favorite animal and interact with the other animals in the room. Who would eat who? Who would take care of whom? Would anyone get chased around the room?
- Create a habitat in the room by throwing a blanket over a table. Allow the

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children to climb under the table and tell stories about the habitat they envision.

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Knothole Game

With an increased understanding of animal body parts and animal habitats, the *Knothole Game* is the perfect stepping stone for developing strategic planning and foresight. Click on the hole in the picnic table to enter the Knothole Game. On the first screen, select the game, difficulty level, and whether to play with a friend or with Bonga Bot (the computer). When playing with Bonga Bot, children also need to select a beginner or expert head for Bonga Bot.

Concepts to Reinforce

- Making choices
- Counting
- Thinking strategically
- Understanding how animals and their activities relate to their habitat
- Early reasoning

Tips for Reinforcing the Concepts

- Before each game begins, look at the environment on the puzzle. Discuss what animals might live there and the animal the children will assemble. Look at each square on the playing board and discuss what animal part is represented.
- As each turn begins, review the numbers on the dice. Point out that they do not always fall in 1-2-3 order and you may not get all the numbers in one toss.
- Let the class count along with the Robot or Pepper Mouse for each hop they take on the playing board.

Talking About the Activity

- Do you have a favorite game to play at home or at school?
- What is your favorite animal part? The wings, tail, head, legs, etc.?
- Have you ever been to the zoo?
- Have you seen the *Lion King*? Or *Bambi*, or *Beethoven*? What was your favorite animal movie?

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Ideas for Expanding the Concepts

- Let the children list animals with tails, wings, or beaks.
- Make a zoo in the room. Let the children draw different types of animals to put in the zoo. After choosing zoo keepers, animal trainers, animal feeders, and veterinarians, play zoo.
- Have fun playing hopscotch!

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The Pumpkin Patch

Click on the pumpkin sitting on the picnic table to begin this activity. Use fruits and vegetables to create different faces for the pumpkin. Five friendly caterpillars will help children build faces. Below is a list of the caterpillars and other helpful icons:

- Spinner, the crooked caterpillar, spins fruits and vegetables around.
- Couple O'Caterpillars make twice the fun. When you drag them to a fruit or vegetable, they give you more of the same fruit or vegetable.
- Chomper (with all the teeth) eats up unwanted fruits and vegetables.
- Flipper flips things around to show you a mirror image.
- Super Chomper (related to Chomper) removes all the vegetables from the Pumpkin.
- Fruit Basket: In case you didn't mean to chomp something up, click on the fruit basket and it will be replaced.
- Printer: Click on the printer to print a black and white outline of the Pumpkin.

Concepts to Reinforce

- Identifying facial expressions and emotions
- Relating facial expressions to emotions
- Identifying fruits and vegetables
- Drawing symmetrically

Tips for Reinforcing the Concepts

- Try building a face with only one vegetable or fruit. Explore what a face made up of carrots looks like. Discuss how differences are good.
- Is there such a thing as an upside-down face? Let the children explore making a side view, upside-down view, or even a back view of a face.
- Pick an expression from the Scarecrow activity and try to duplicate it on the Pumpkin.
- Discuss different feelings during the day and create a face to go along with it. For example, what does your face look like when it is time to go to bed? Why?

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Talking About the Activity

- Does your facial expression change when you are sad, mad, happy or scared?
- Was it easy or hard to get the vegetables to go where you wanted them?
- Did you change your mind a lot when you were building your face?
- Do you have a favorite fruit or vegetable? What part of the face would it be?
- What is your favorite face to make and what words describe it?

Ideas for Expanding the Concepts

- Print out several pictures of the Pumpkin by clicking on the printer icon. Let the children draw in the face of their pumpkin.
- Explain that fruits and vegetables originate from seeds. As a group project, grow a sweet potato. This is done by cutting a sweet potato in half, sticking tooth picks in the side of the potato, and resting the sweet potato on the top of a jar of water. (The toothpicks should touch the edge of the jar. The uncut edge of the potato should be above the jar.) Watch the sweet potato grow.
- Trace a shoe on a piece of paper and cut it out. Flip the paper tracing over. Will the tracing fit the shoe now? Discuss mirror images, upside down vs. right-side-up, etc.
- Why do fruits and vegetables grow in different ways? Draw pictures of favorite fruits and vegetables where they grow. Discuss why apples grow on trees and grapes grow on vines. Why do carrots come out of the ground?

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Sandbox Treasure

Click on the sandbox from the main *Backyard* screen to begin the hunt for buried treasure. Before playing, children select the type of map (horizontal, vertical, four way, or build-your-own) and the level of difficulty. Then the search begins!

To begin searching, first set the level of difficulty (easy, medium, hard) using the control on the bottom of the screen next to the picture of the backyard. If the easy level is chosen, click on either the horizontal or vertical map to begin the search. If medium or difficult is chosen, set skill levels before clicking on a map to begin the search. Map skill levels are set on the remote control for horizontal maps (upper left of the screen) or the remote control for vertical maps (lower left of the screen). The medium level offers settings 1–5, the difficult level offers settings 1–10. 1 is the easiest setting.

Concepts to Reinforce

- Using directions (right, left, up, down)
- Thinking strategically
- Estimating location and distance
- Reading simple maps

Tips for Reinforcing the Concepts

- Select the vertical map first. Practice navigating up and down. Do the same with the horizontal map. Discuss the difference between going up and down versus left and right.
- After a good bit of practice, click on the hard end of the task meter. A four-directional remote will appear. Click on this remote and find the buried treasure by going up, down, and side to side.
- Make your own map by clicking on the "Make Your Own" icon. Decide where your buried treasure should go and what obstacles will be in your way. When you are finished, click on the trash can to clean it up.

Talking About the Activity

- If you found a box of buried treasure, what would you like to be inside?
- Can you think of some things in your bedroom that are hard to get to?
- Have you hidden something and forgotten where you put it? Did you ever find it?
- Do you have a secret hiding place at home?

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- When you are taking a trip across town, does it take a long time to get there?

Ideas for Expanding the Concepts

- Play *Hide-the-King's-Keys* by taking a small object and hiding it in the room. As the children walk about the room, give the following type hints: Jason is hot (he is close), Rita is cold (far away), until someone finds the object. The winner gets to hide the object and give hot and cold directions.
- Take an old shoe box and decorate it as a personal treasure chest with ribbons, construction paper, crayons, etc. Use the box to store your favorite things.
- Take a make-believe trip to a deserted island. Let each child describe what kind of treasure he or she will find.

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Scarecrow Game

The simplest things can change the way you look; an eyebrow turned up in a question or turned down in anger, lips turned up in a smile or tight with concentration. As children explore real and silly faces on the scarecrow, they begin linking facial expressions with emotions.

Concepts to Reinforce

- Associating emotions with facial expressions
- Changing parts affects the whole
- Identifying body parts (facial)
- Recognizing the difference between real and silly
- Understanding emotions

Tips for Reinforcing the Concepts

- Open the Real Faces cupboard and click on a face. Let each child imitate the face and discuss what may make them feel that way. For example, what would surprise you? What would make you scared?
- Open the Silly Faces cupboard and select a silly face. Click on any of the components of the face (eyes, nose, mouth, hair and hat) and watch it change. Discuss how this changes the face.
- After selecting a Silly Face that you like, save it by clicking on the arrow pointing to the saved face icon.
- In the Real Faces cupboard, select a real face and click on any of the facial parts. Watch how there is more than one way to express surprise, anger, or sadness. Also, discuss that there are different things that may cause these emotions.

Talking About the Activity

- What kinds of things make you happy, sad, angry, or glad?
- What facial expressions go along with these emotions?
- Can you tell if your mother or father is angry with you by just looking at their face? If so, what do they look like?
- What is your favorite silly face to make?

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Ideas for Expanding the Concepts

- Look through story books or magazines and study the faces in the pictures. Make up a story about the person in the picture. Are they having a good day and are they happy, or are they having a bad day, and why?

- Choose a partner and ask them to make a face that goes with happy, sad, mad, glad, afraid, etc.

- Create a silly face on a grocery bag using construction paper, crayons, macaroni, bottle caps, buttons, etc. Cut out holes for the eyes and mouth. Have a Silly Face parade around the room.

- Pretend the children are the dwarves in *Snow White and the Seven Dwarfs*. Talk about which dwarves names are emotions. What would be other good names for dwarves?

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Bailey's Book House

Bailey's Book House is a creative learning program centered on the main room of Bailey's house. From this room children can choose five different learning activities. The following is a description of these activities:

Edmo & Houdini

Click on the window in the upper left corner of Bailey's room to enter the world of Edmo & Houdini. Children learn about directional words as they help Edmo and Houdini play around the dog house. Go in, behind, under, on and over the doghouse!

Kid Cards

After clicking on the table with the cards, pencils and presents, children can make greeting cards. This activity is perfect for Mother's Day, Father's Day or any other occasion. The cards can be printed.

Letter Machine

Click on the typewriter and enter the letter machine. Tabitha the Giraffe guides children through the letters with examples of each letter. For instance, Yaks Yell.

Make a Story

When children click on the bookshelf, they become storytellers! Children can tell a story about any of the characters in the room. After choosing where the story takes place and what happens, children may hear the story read aloud or they may print it out.

Read-A-Rhyme

Rhyming can be easy—just click on the clock to see. Children give new twists to familiar rhymes as they complete sentences and make rhymes by clicking on the object they like best.

Moving Around

Selecting an Activity

Once inside *Bailey's Book House*, use the mouse to select an activity. Point to the object representing the activity to start, then click the mouse button.

Changing From Explore & Discover to Question & Answer

There are two modes of play in *Bailey's Book House*—Explore & Discover and

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Question & Answer. Explore & Discover allows you to experiment with different options within the activity. There are no right or wrong answers this mode.

To move to Question & Answer mode, click the mouse on the framed picture in the activity room. (Each activity has a different character inside the picture frame.) Click on the picture and the character hops into the room! The character will then ask you questions. To go back to Explore & Discover mode, click on the empty picture frame. The character will hop back into the picture and you will be in Explore & Discover mode again.

Kid Cards and *Make-A-Story* do not have Question & Answer mode.

Printing

Printing is possible from *Make-A-Story* and *Kid Cards*. Inside either activity, click on the picture of the printer to start printing. Be careful, though. If you touch a key or click the mouse while printing, the computer will think you want to stop printing—only part of the picture will print.

Exiting an Activity

To go back to the main room, click on Bailey in the lower left corner of the screen.

Using Special Keys and Features

In *Bailey's Book House*, enter adult mode to choose special options related to each activity. For example, in the *Letter Machine* you can change from upper case to lower case letters. In *Kid Cards*, you can choose to print in card or poster format. Adult mode is entered by pressing these three keys simultaneously: **CTRL ALT A** (DOS/Windows) or **Command Option A** (Mac).

Leaving the Program

From any activity, click on Bailey to return to the main room. When you are in the main room, click on the stop sign to leave the program.

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Edmo & Houdini

Children play with Edmo and Houdini around the doghouse. While in Explore & Discover mode, children click the mouse on a word and Edmo tells Houdini what to do. Children can let Houdini tell Edmo what to do by clicking on the picture of Edmo and Houdini separated by an arrow (director icon). To enter Question & Answer mode, click on the picture of Felix the Flea. Felix will hop down to sit on the mushroom and ask children to move Houdini to different places around the doghouse. To move Houdini, children must click on the words.

Concepts to Reinforce

- Understanding directional words
- Understanding written letters and words have meaning
- Understanding prepositions
- Matching words
- Developing listening and visual comprehension strategies
- Relating images to text

Tips for Reinforcing the Concepts

- Put a chair or box near the computer. Choose an object from the room to put in the same place (relative to the box) you are putting Edmo or Houdini.
- In Explore & Discover mode, click on any of the words and watch as each word appears in a balloon quote (the thing that looks like a bubble with a point). Talk about where Edmo or Houdini goes.
- In Explore & Discover mode, click on any of the words and discuss the difference between on, over, under, in as you watch Houdini and Edmo take their different positions.
- First, discuss the difference between a director and an actor. Trade places with the children and let them be the director by clicking on the Director icon. Allow them to tell you what to do.
- In Question & Answer mode, let the children listen to Felix the Flea's instructions and point to the appropriate spot.
- After Houdini or Edmo have done as directed, point out and discuss the text in the balloon quote as they speak. For instance, the *under* in I am *under* the dog house.

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Talking About the Activity

- Where was your favorite place to be around the dog house?
- Do you think Felix the Flea was really smart? Why or why not?
- Do you have a dog or cat at home? Where is its favorite place?
- Would you rather be Edmo or Houdini?
- What was your favorite new word?
- Are you ever in the doghouse? Do you know what that means?

Ideas for Expanding the Concepts

- Pretend a table is a dog house. Let the children practice getting on, in, under, and behind the table.
- Let each child describe their favorite place at home that is on, over, in, behind or under.
- Play *Hokey Pokey* to have fun with the words in and out. Play *Hokey Pokey* again, using the words up and down instead of in and out.

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Kid Cards

By designing greeting cards, children express themselves through the written word. Each type of card (greeting card, gift card, thank you note, or invitation) has several different categories to choose from. For instance, children can create an invitation to a party, to school, to a picnic, or to the playground. A variety of pictures are included for each type of card. To start *Kid Cards*, click on the packages on the table.

Concepts to Reinforce

- Expressing creativity
- Associating pictures with written messages
- Understanding written words have meaning
- Reinforcing positive social skills

Tips for Reinforcing the Concepts

- While creating a card, discuss what each of the associated pictures means to the message.
- Select a card. Before choosing any of the pictures, allow the children to discuss what pictures they think would be appropriate.
- Click on the red dot and practice reading each message aloud.
- Plan a party. Create invitations to invite people to the party.
- Print all invitations for the party and a poster to announce the party.
- Collect some old greeting cards. Look at the cards and discuss what the cards might be about.

Talking About the Activity

- What is your favorite holiday? What kind of party would you have for it?
- How does your family get cards and mail at home? Who delivers the mail?
- What was your favorite picture in this activity? What occasion did it go with?
- Does getting a card from someone make you happy?
- What kinds of things are you able to tell about a card by only looking at the pictures? Is it happy, sad, scary, silly?

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Ideas for Expanding the Concepts

- Assign pen-pals in class. Let each child create a card help them mail it to their pen-pal.
- Choose a holiday and create a greeting card using pictures alone. Then, as a group, decide what words would fit best.
- Help each child draw a picture of the weather and send it to the local weatherman.
- Cut out pictures from magazines or old greeting cards. Glue them on paper to create a greeting card. Write down the message each child dictates for his card.

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Letter Machine

Children join their favorite critters as they learn about letters. For instance, do Lizards really Love Lions? Do Rhinos Roller-skate? After exploring and discovering all the letters, children can switch into Question & Answer mode. Tabitha the Giraffe will help children find the letters. Click on the picture of the typewriter to start the *Letter Machine*.

Concepts to Reinforce

- Recognizing letter names and sounds
- Associating upper and lower case letters with each other
- Associating pictures with first letters
- Relating images to text

Tips for Reinforcing the Concepts

- Write out each child's first name. Help them find and click on each letter in their name on the *Letter Machine*.
- Act out what the animals do as they do it. For instance, dance with the dinosaurs. Pretend like you are roller skating with the rhino!
- Let the children call out which critter is on the screen.
- Have the children hide their eyes as you click on a letter. Once the image is on the screen, ask them what the critter is and then click on the associated word in the sentence.
- In Question & Answer mode, with each ear covered, have the children call out which critter is on the screen.
- Through "Options" in the Adult Section, change the on-screen keyboard to lower case. Then let each child click on the letters of his or her first name. Explain that upper and lower case letters are the same. For example, dinosaurs still dance for the letter D. To change the letters on the Keyboard:
  1. From the Letter Machine screen, press and hold **Ctrl Alt A** (DOS/Windows) or **Command Option A** (Mac). Then release the keys.
  2. Click on the Options button.
  3. Click on the *Letter Machine* button.
  4. In the On-Screen Keyboard box, click on lowercase.
  5. Click on DONE, then OK, then Play.

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Talking About the Activity

- What was your favorite letter that Tabitha told you about?
- Who was your favorite critter? What letter did it go with?
- Do you like UPPER or lower case letters better?
- Did any of the critters scare you?
- If you could be a letter, which one would you be?

Ideas for Expanding the Concepts

- Pick a letter and make up a word that starts with that letter.
- Find an object in the room—make up a silly sentence about that object using the first letter of that object as much as possible. i.e., *PENCIL; P*ut the *P*encil in the *P*uppies *P*aw.
- Think of favorite words that start with each letter of the alphabet.
- Write the first letter of each child's name on a card. Look at a book with large type (an alphabet/picture book works great). Help the children find their letter in the book. Discuss what else is on the page.
- Write the first letter of each child's name on a card. Let children stand together with other children whose name starts with the same letter. Talk about the groups and the sound of the names.

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Make-A-Story

Children can make cows fly in bathtubs or snakes jump on Pogo sticks as they build stories in this activity. Bailey's friends and their zany adventures provide a great framework for developing the concept that print has meaning and for associating the written work with the spoken word. When a story is complete, it can be read by Bailey or printed. To start making a story, click on the bookshelf.

Concepts to Reinforce

- Understanding the elements of stories (characters, settings, and actions)
- Expressing creativity
- Relating images to written text
- Participating in publishing

Tips for Reinforcing the Concepts

- Go through a story together and allow the class to take each element and change it as if they were going on the adventure.
- Play pin-the-tail-on-the-donkey using elements of the stories. Afterward, make up a new story using all the elements.
- Make cards with different story elements and pass them out to each child. One by one have each child add his or her element to the story for one big group story.
- After a story is completed, reread the story with the class several times, pointing to each word of the story.
- Print out a story by clicking on the printer. Make a book. To change print format do the following:
  1. Press and hold, **Ctrl Alt A** (DOS/Windows) or **Command Option A** (Mac).
  2. Choose Options, Printing, then Print Book or Print Page.
  3. Choose Done, then OK, then Play.

Talking About the Activity

- If you could take a trip anywhere in the world, where would you like to go?
- What was your favorite thing about the trip you took with *Bailey's Book House*?
- If you could make up a story, who would be in it? What would they do?

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- What would you make sure you would NOT do in your story? Would you have to take a nap?
- What is your favorite book to read at home?

Ideas for Expanding the Concepts

- Have each child list their favorite place, time and activity and make up a story about each child with each of their elements.
- Using a felt board, create a group story. Let the children choose the who, what, when, and where.
- Recite familiar nursery rhymes, leaving out key elements. Let the children fill in the missing word. For example, "Hickory, Dickery, Dock. The mouse went up the _____."

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Read-A-Rhyme

One of the first ways children are exposed to the printed word is through rhyme. In this activity, children choose words and see how they affect the outcome of the rhyme. To start *Read-a-Rhyme,* click on the grandfather clock.

Concepts to Reinforce

- Recognizing rhyming words
- Creating simple rhymes
- Understanding written words have meaning
- Associating written text with speech and words

Tips for Reinforcing the Concepts

- Choose each option for completing a rhyme—talk about which choice each child likes.
- In Question & Answer mode, pick the word that rhymes with the sentence. Read the sentence with the other words and discuss the difference.
- After the children say words, make up rhyming words.
- In Question & Answer mode, finish each rhyme correctly, but have the child point out which picture is associated with the right rhyme.
- Think of your favorite animal and draw a picture of it (dog, cat, mouse). Then think of rhyming words for that animal. For instance, *DOG*; hog, fog, log.

Talking About the Activity

- What was your favorite rhyme?
- What is your favorite nursery rhyme that was not in this activity?
- What else would you have liked the three kids to do—can you think of a rhyme for it?
- Does Mother Goose look like your Mother?

Ideas for Expanding the Concepts

- Let the children pick an item from anywhere in the room and think of a word that rhymes with it.

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- Help the children list words that all start with certain letters of the alphabet. Next, list words that end with the same letters. Try to make rhymes of these words.
- Let the children pick an item from anywhere in the room. Sit in a circle and make up words that rhyme with the object.
- Act out a play for the children's favorite rhyme.
- Sing as many rhyming songs as you can think of. If children would like to, let them lead the group in singing their favorite song.
- Make up a word that rhymes with each child's name, then act out the rhyme.

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Busytown

Everyone is on the go in *Busytown*. People are busy playing, working, and having fun. Despite all the hustle and bustle, the people in Busytown are busy learning. Whether children are getting bandaids from Dr. Diane or eating bananas with a gorilla, they learn while they explore.

Bananas Gorilla

Help Bananas Gorilla move through the maze to reach his bananas. Move carefully—every time Bananas picture is taken, he loses a banana.

Bruno's Deli

Children love helping Huckle the Cat serve customers at Bruno's Deli. Filling orders is a great way to enhance discrimination and matching.

Building a House

From hammering shingles to installing furnaces, there is never a dull moment as children help Huckle build a house. After the house is complete, children enjoy testing things to make sure they work.

Captain Salty's Ship

Captain Salty needs help finishing his ship! First children help with the paint job. Then they help put equipment in place and discover how parts of the ship work.

Delivery Truck

Every store in Busytown needs supplies. Children help the Delivery Truck take supplies from the warehouse to the stores.

Dr. Diane's Hospital

Norbert the Elephant needs a bandage for his ouchie! As children help Dr. Diane bandage Norbert, they become familiar with different body parts.

Fire Station

Oh, no! Huckle's house is on fire. As children help Smokey put the fire out, they learn about fire engines and fire stations.

Gas Station

All the cars, buses, and motorcycles in Busytown need service sometime. Children help fix flat tires and fill up cars that need gas. What a busy place!

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Mr. Fixit's Workshop

The most important meal of the day is breakfast. Children have fun exploring Mr. Fixit's breakfast machine and tasting his hot chocolate.

Seesaw

As children balance the Seesaw, they learn about counting and measuring.

Storytime

Children of all ages enjoy listening to nursery rhymes. Storytime only appears after the Stitches' house has been built.

The Wind

The Wind provides a good opportunity for children to discover what wind is and what it does as they steer the wind around the beach.

Moving Around

Selecting an Activity

Using the mouse, move Lowly in his Applecopter to the location where you want to play. Click the mouse button.

Getting Help

Each activity has a fire alarm box. If you need help, click on the Fire Alarm box.

Exiting an Activity

To exit an activity, move the cursor back to Lowly's Applecopter, then click the mouse button. In *Storytime*, move the cursor until the little book at the bottom of the storybook has a sleepy face on it, then click the mouse button.

Using Special Keys and Features

The following function or number keys can be used to adjust the music and sound:

Key	Action
F5/5	Lower Voice and Sound Effects
F6/6	Raise Voice and Sound Effects
F7/7	Lower Music Volume
F8/8	Raise Music Volume

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Exiting the Program

Press the **ESC** key or click on the **EXIT** sign to leave the program. To skip the session information, click on the picture of the sleeping book at the bottom of the screen.

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Bananas Gorilla

How many bananas do you think Bananas Gorilla can eat? In this game, children guide Bananas Gorilla through a maze to ten bananas. The trick is not to let tourists take Bananas' picture. Each time his picture is taken, Bananas loses a banana!

Concepts to Reinforce

- Thinking strategically
- Solving a maze
- Understanding sequence of events
- Performing simple addition and subtraction

Tips for Reinforcing the Concepts

- Ask the children to describe what they see in the park.
- Discuss mazes. Help the children outline the maze with the mouse before they send Bananas on his way. Look out for the photographers!
- Locate each photographer. Determine the direction he is facing. Where does that mean Bananas should go?

Talking About the Activity

- Do you like bananas?
- Have you ever walked through a maze?
- Can you use a camera?
- Have you ever been to a zoo and seen a Gorilla?
- Where do Gorillas live?
- Would you like to have Bananas Gorilla's job?

Ideas for Expanding the Concepts

- Form a maze with the chairs in the room. Take turns guiding each other through the maze.
- Discuss the order in which you get dressed in the morning. Do you put your socks on first or your shoes?
- Discuss getting ready for bed at night. In what order do children do the following: brush teeth, put on pajamas, say goodnight, turn out light?

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- If you could do anything you wanted, what would you do?
- Let the children draw a maze on a big piece of paper. Practice walking through the maze.

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Bruno's Deli

As children help serve customers in *Bruno's Deli*, they learn to follow simple orders. Serving customers and selecting food provides plenty of opportunity for growth and discussion.

Concepts to Reinforce

- Recognizing colors and shapes
- Associating pictures with words
- Enhancing visual discrimination
- Developing hand-eye coordination
- Solving problems

Tips for Reinforcing the Concepts

- Examine the deli. Notice food is on the left and drinks are on the right.
- Let the flashing star help you make selections. If you want lemonade, what side of the deli do you go to?
- Make up a lunch menu. Which side of the deli would each item come from?

Talking About the Activity

- Have you ever been to a deli?
- Can you find your favorite color in the deli?
- What is your favorite kind of sandwich?
- Do you think Huckle the Cat did a good job serving customers?
- Would you like to have Huckle's job? Why or why not?
- Do you ever help get dinner ready at home?

Ideas for Expanding Concepts

- Plan a make-believe dinner. Divide the children into two groups. Let the first group take orders and serve dinner to the second group. Change places and play the game again.
- Draw shapes on one side of the board. Write the names of the shapes on the other side of the board. Help the children connect shapes to their names.

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- Discuss different foods. What shape is a carrot? What color is a carrot? What about bananas, broccoli, and cheese?
- Draw a picture of your favorite meal.

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Building a House

Everyone needs a place to live. Huckle the Cat is going to see to it that the Stitches have a fine house. Children help Huckle build the house and put things where they belong. After the house is complete, children have fun making sure things work. Clicking on the lamp upstairs starts another neat activity—*Storytime*. *Storytime* is discussed in detail later in this chapter. To exit *Storytime*, move the cursor until the tiny book at the bottom of the storybook has a sleepy face on it, then click the mouse.

Concepts to Reinforce

- Understanding directions (up, down, right, left)
- Associating parts with a whole
- Solving problems

Tips for Reinforcing the Concepts

- Discuss what needs to be done to the house.
- Inside the house, shadows outline where items should go. Trace the shadows with the mouse and discuss what item goes there.
- As Jason the Mason brings items into the house, follow the flashing star to put the item in its proper place.
- Click on the lamp next to the chair—where do you go?
- Once the house is complete, click the mouse. What happens?

Talking About the Activity

- Where do you live?
- How many different places have you lived?
- Do you share a bedroom with someone?
- Have you ever seen a house while it was being built?
- Would you like to be a carpenter?
- What was the best thing you saw Huckle the Cat do?

Ideas for Expanding the Concepts

- Using the furniture in the room, build a small house.

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- Draw a floor plan of your house. Where is the kitchen? Where do you watch television?
- Build a city using boxes and other containers you collect.
- Use popsicle sticks, Logos, or Lincoln Logs to build a house.

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Captain Salty's Ship

It's almost time to set sail in Captain Salty's ship. First, a few finishing touches need to be made. Children enjoy helping move furniture and painting the ship.

Concepts to Reinforce

- Solving problems
- Developing hand-eye coordination
- Associating parts with the whole

Tips for Reinforcing the Concepts

- Discuss each item on the ship. Decide why each item is important.
- Follow the flashing star to place objects that come out on the conveyor belt.
- When all the pieces are in place, Busytown shipmates appear. Who can discover how they get to the ship?
- Make up a story about where the ship is going. Is there a pirate on the ship?

Talking About the Activity

- Have you ever been fishing or on a boat or any kind?
- What is your favorite part of building Captain Salty's Ship?
- Would you like to live on a ship?
- Would you like to jump from a parachute?
- Do you like to swim?
- Are you a good painter?

Ideas for Expanding the Concepts

- Use a shoe box, sticks and construction paper to make a boat. Don't forget to paint it!
- Play *Hide-the-King's-Keys* with a small object. Give directional clues to help find the object. For example, "It's higher than Timmy's head," "it's to the right of Sarah's shoulder."
- Play the *Over-Under* game. Let the children work in pairs as they move their hands over, under, or next to their partners hands. Take turns calling out the directions.

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Delivery Truck

Although delivery trucks are important, we rarely think of them. How does cargo get to stores from the warehouse? The Delivery Truck sheds light on this task. At the same time, it challenges children's organizational skills.

Concepts to Reinforce

- Classifying goods
- Naming objects
- Solving problems
- Understanding mazes
- Understanding directions
- Setting and achieving goals

Tips for Reinforcing the Concepts

- Starting at the warehouse, click the mouse button to load items onto the delivery truck.
- Make up a story about where the truck is going.
- Decide what other items should be sent on the delivery truck to the people of Busytown.
- Use the flashing star as your guide to move the truck along the road. Keep an eye out for obstacles. Don't go too fast.

Talking About the Activity

- Have you ever seen a delivery truck?
- Where do you think delivery trucks sleep at night?
- What kind of things would you put in a delivery truck?
- Do you know what roads to take to get here?
- Do you know how to get home from here?
- Do you know your address?

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Ideas for Expanding Concepts

- Make a store in the room. Assign part of the store to each child (i.e., toys, furniture, tools). Find objects in the room belonging in your part of the store.
- Discuss the children's favorite store. What kind of things do they buy there?
- Let the children look through magazines and cut out pictures of things they have seen in stores. Make a collage.

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Dr. Diane's Hospital

Every patient leaves Dr. Diane's Hospital knowing the parts of the body and how to put a bandage on. Bandages come in all shapes and sizes. Dr. Diane uses them all!

Concepts to Reinforce

- Identifying parts of the body
- Participating in medical treatment
- Improving self-awareness

Tips for Reinforcing the Concepts

- Name several body parts that we have in common with Norbert the Elephant.
- Name each item in the Doctor's office.
- When Norbert is better, how many bandages does he have?
- If you had to have as many bandages as Norbert, where would they be?

Talking About the Activity

- Have you ever been to the doctor?
- Is your doctor a man or a woman?
- Have you ever had a Batman or Little Mermaid bandage?
- What is your favorite part about going to the doctor?
- Why is the doctor our friend?

Ideas for Expanding the Concepts

- Play doctor. Let the children take turns being the patient and doctor. Use gauze to wrap a cut, make bandages with squares of paper and tape.
- Sing the song "My foot bone's connected to my ankle bone, my ankle bone's connected to my shin bone,...."
- Discuss and act out uses for different body parts. A foot is for kicking a ball, a hand is for holding a cup.
- Discuss the five senses and which body part they belong to. Put several mystery items in a bag, then let the children use their senses to discover what the items are.

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Fire Station

Fire stations are an exciting place for a child to visit. Busytown's Fire Station is no exception. Children get to be community helpers when they help put out a fire at Huckle's house.

Concepts to Reinforce

- Understanding community helpers
- Expanding vocabulary
- Understanding fire-safety practices

Tips for Reinforcing the Concepts

- At the fire station, identify each item and its importance to firefighting.
- Follow the flashing star to load up the fire truck.
- On each screen, discuss how to avoid the road blocks.
- Identify some buildings you pass on the way to the fire.
- Once you are at the fire, save the people first. What tool will you use?

Talking About the Activity

- Have you ever seen a fire engine rush down the street with the siren on?
- What would you do if there is a fire?
- What was your favorite part of the fire truck?
- Would you like to be a fire fighter when you grow up?

Ideas for Expanding the Concepts

- Take a field trip to a fire station or invite a fire fighter to your school.
- Have a fire/safety awareness day at school. Discuss how to prevent fires and what to do if you have a fire. Draw a fire engine.
- Talk about stop, drop and roll. Let the children practice.
- Discuss calling 911 for a fire. Be sure children know they must ***leave the location where the fire is*** and go somewhere else to call 911. Talk about where they could go to call 911 (neighbor's house, pay phone, store). Make sure the children know they don't have to have money at a pay phone to call 911.

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Gas Station

What would you do if you had a flat tire or ran out of gas and couldn't get to school? You would need a gas station. Every town has a gas station—Busytown has a fine one.

Concepts to Reinforce

- Counting
- Associating numerals with numbers
- Following instructions
- Understanding community helpers
- Developing an understanding of volume and measurement

Tips for Reinforcing the Concepts

- Discuss the different parts of the gas station.
- Practice counting aloud as you pump gallons of gasoline into the cars.
- When cars arrive at the gas station, try to guess what they need before the driver tells you.

Talking About the Activity

- Have you ever been to a gas station?
- Do you think gas stations smell funny?
- What was your favorite part about the Busytown gas station?
- Would you like to work in a gas station?
- What do we use gas for?
- Have you ever been in a car when it ran out of gas?

Ideas for Expanding the Concepts

- Use plastic gallon milk jugs to fill up a bucket. Enjoy predicting whether another gallon will fit in the bucket.
- Choose several containers of various sizes to fill with water. Use plastic milk jugs to fill each container, counting how many gallons each one takes.
- Take a field trip to a gas station.

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- Invite a mechanic to school. Ask the mechanic to bring some tools to show the group.
- Take a field trip to your car. Talk about the parts of the car.
- Look at a map and find your school.
- Play gas station.

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Mr. Fixit's Workshop

There is nothing more annoying than when something is broken. Mr. Fixit can fix things, but Mr. Fixit also builds things. Machines using lots of gears or powered by steam are his specialty.

Concepts to Reinforce

- Thinking strategically
- Solving problems
- Recognizing relationships between objects

Tips for Reinforcing the Concepts

- Follow the flashing star into Mr. Fixit's machine room. Look on the walls and discuss each tool hanging there. Think of something you could build with these tools.
- Mr. Fixit's machine is going to make breakfast drinks. Use trial and error to find how the hot chocolate gets into the cup.
- Design a machine that could make your favorite thing.

Talking About the Activity

- Can you name some machines?
- Have you ever had hot chocolate before?
- If you could make the best machine, what would it do?
- What kinds of machines do you have at home?
- If you could have a machine do your chores at home, what would it do?

Ideas for Expanding the Concepts

- Be inventors. Let each child choose something from the room. Take the objects and create a machine. What kind of machine is it? What does it do?
- Walk around the room and see if you see any machines.
- Draw a picture of the biggest machine you ever saw.
- In the family living center or looking at a picture of a kitchen, discuss all of the machines in a kitchen (i.e., oven, refrigerator, mixer).

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Seesaw

The seesaw is a popular toy at playgrounds. As children play with seesaws, they also learn about balance. Lowly Worm plays with many Busytown characters in his quest to understand balance. This activity also stimulates thought about the association between size and weight.

Concepts to Reinforce

- Counting
- Estimating weight
- Understanding balance
- Performing simple addition and subtraction
- Recognizing numbers

Tips for Reinforcing the Concepts

- Examine the different parts of the screen. Point out the blue and pink teams. Practice moving Lowly Worm around the playground.
- Notice the number scores as you set Lowly Worm on the seesaw. Click on one of the pink critters and watch the number change.
- Add several critters to one side of the Seesaw. Watch as the side sinks.
- Read the numbers on each critter. Do the larger numbers go with larger critters?

Talking About the Activity

- Have you ever played on a seesaw?
- Can you balance standing on one foot?
- Who was your favorite person to balance?
- Can you hop on one foot?
- What other types of things can you balance?

Ideas for Expanding the Concepts

- Make a tabletop seesaw. Practice balancing different objects on it.
- Play on a seesaw. Try balancing the children.

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- Using a big bag of large marshmallows and a big bag of small marshmallows, discover how many small marshmallows it takes to balance six large marshmallows.
- Send the group on a scavenger hunt. After the hunt is over, guess which item weighs the most. Use a household or postage scale to compare weights.

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Storytime

Building a house can be an exhausting event. When the Stitches' house is complete, have a seat in the chair, click on the light and get ready for a relaxing *Storytime*. Listen to your favorite nursery rhymes with your friends at Busytown. *Storytime* only appears after the *Building a House* activity is complete.

Concepts to Reinforce

- Enhancing listening skills
- Recognizing rhymes
- Following directions

Tips for Reinforcing the Concepts

- After building the Stitches' house, sit in the chair and click on the light. Listen as nursery rhymes are read to you. Click on the arrow to turn the page.
- Once you have heard a nursery rhyme, click on the book at the bottom of the screen to hear the rhyme again. Encourage the children to read along.
- Click on the book to repeat the rhyme. Let the children act out the rhyme as it is read.
- Help the children memorize a new rhyme (without the computer).

Talking About the Activity

- What was your favorite nursery rhyme read today?
- Did we read your favorite rhyme today?
- Can you recite one of the rhymes you heard today?
- Do you like to hear a rhyme or do you prefer acting it out?
- Can you make up a nursery rhyme?
- Where do you like to be when you look at your favorite books? A chair? Your bed? In someone's lap?

Ideas for Expanding the Concepts

- Let the children pick a favorite story or nursery rhyme. Have fun acting it out.
- Pick an object in the room—start a story about it. Let each child add one statement to the story until the story is complete.

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- Play twenty questions with the children using nursery rhyme characters. For example, "I am thinking about a woman who lived in a strange place. She had a lot of children." (*The Old Woman in the Shoe.*)
- Take several stuffed animals and make a family. Give each family member a name. Talk about what a day with the stuffed animal family would be like.

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The Wind

The wind is a fascinating and powerful force. Go to the beach with Lowly Worm and see how the wind affects its surroundings. Find out what happens when the wind blows the clouds in front of the sun. Watch the wind whisk through the trees. Use the mouse to steer the wind on the ocean and at the beach.

Concepts to Reinforce

- Understanding cause and effect relationships
- Increasing awareness of the environment
- Testing hypotheses

Tips for Reinforcing the Concepts

- Steer the wind up to and click on different objects at the beach. Discuss how the wind affects them—is it always the same?
- Can you figure out how to make the screen turn gray?
- From the beach, click on the sign to go to the ocean. Click on the water and make the water wave.
- There is a small sail boat in a puddle. Click on this small boat to see what happens.

Talking About the Activity

- Have you ever been to the beach before?
- Have you ever flown a kite in the wind?
- What does the wind do to your hair?
- Have you ever had anything fly out of your hand because of the wind?
- What was your favorite object to click on at the beach? What about the ocean?
- Does the wind make a noise?

Ideas for Expanding the Concepts

- Go outside on a windy day. Pull blades of grass out of the ground and toss them in the air. What direction do they go?
- Go outside when it isn't windy. Do the same grass experiment. What happens? How is it different from a windy day?

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- Perform a cloud study. Go outside on a cloudy day and lay down on the ground. Watch the clouds as they travel across the sky. Discuss what makes the clouds move and how fast they move.
- Create a wind tunnel in the room. Get a piece of poster board and make a funnel. Use handmade fans to blow wind through the funnel. Let the children take turns sitting at the other end of the funnel. Ask them to say their name. Does it sound different?
- Blow bubbles outside. Watch the bubbles to see if the wind catches them. Talk about where the bubbles might be going.

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Fatty Bear's Birthday Surprise

In the morning, it will be Kayla's birthday. Fatty Bear and his friends decide to have a surprise party for her. Fatty Bear's job is to bake a cake while the others decorate Kayla's bedroom. In no time, the house is alive with activity. By clicking on secret objects, children discover what Fatty Bear needs to make the cake. These objects are placed in his pockets for future use. When everything is gathered, children help Fatty Bear cook and decorate the cake.

Along the way, children are bound to discover three fun activities at Kayla's—the piano, the cabbage head, and bowling.

Bowling

As children help Fatty Bear bowl, they improve hand-eye coordination and small motor skills. Don't worry about children spending too much time here—the time will come when they are ready to help Fatty Bear resume his search for cake ingredients.

Cabbage Head

Giggles and guffaws fill the room when children discover the cabbage on Kayla's toy shelf. As children put wigs, eyebrows, earrings and other objects on the cabbage, their inventiveness and silliness flourish.

The Piano

The piano in the living room provides a great opportunity for children to play folk songs, create new songs, and experiment with timbre. No one can resist the chance to make the piano sound like hammers or barking dogs!

Moving Around

Selecting an Activity

To move Fatty Bear from one place to another, point and click with the mouse. When the yellow cursor is over an exit, it turns into a big yellow arrow. Click the mouse and Fatty Bear goes to the next room.

The activities start automatically when children click on the piano in the living room, the cabbage on Kayla's toy shelf, or the bowling pins in the front yard.

Exiting an Activity

To exit an activity, simply move the mouse until a large yellow arrow appears in the corner of the screen. Click the mouse and Fatty Bear leaves the activity.

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Getting Help

For help, click on Matilda Rabbit, Gretchen, or Fatty Bear. Listen carefully—they all give good advice.

Special Keys and Features

The following keystroke commands may be helpful:

DOS/Windows:

Key	Action
ALT	Speeds up animations
Ctrl-C, Alt-C, Alt-X	Exit game
Ctrl-M	Select mouse
F8	Restart game
L	Load a saved game
M	Turn on/off music
S or s	Save the game
[	Lower music volume
]	Raise music volume
Spacebar	Pause/unpause game

Macintosh:

Key	Action
Command M	Turn on/off music
Command Q	Exit game
Command R	Restart game
Command T	Turn on/off Text
L	Load a saved game
S	Save your game
Spacebar	Pause/unpause game

Leaving the Program

Press **ALT X** or **ALT Q** (DOS/Windows) or **Command Q** (Mac) to leave the game.

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Fatty Bear's Birthday Surprise—Activity

Fatty Bear's Birthday Surprise is a great opportunity for children to enhance problem solving skills. Fatty Bear must work his way through the house gathering the ingredients for Kayla's birthday cake. There is no specific order to do things. There are items throughout the house that Fatty Bear might need for the cake. When children click on these objects, they are placed in Fattv Bear's pockets for future use.

Concepts to Reinforce

- Solving problems
- Thinking strategically
- Understanding cause and effect relationships
- Setting and reaching goals

Tips for Reinforcing the Concepts

- Encourage children to click on different objects in Kayla's room. If Fatty Bear needs the object, he will put it in his pocket.
- Let the children click around the screen. When the yellow cursor turns into a big yellow arrow, explain that this is how to get to another room. Ask the children to go to another room.
- Ask leading questions, but don't give the answers. If Fatty Bear wants to bake Kayla a cake, what room does he need to be in?

Talking About the Activity

- Have you ever baked a cake before?
- Has anyone in your family baked a cake?
- What do you like to cook in the kitchen?
- Have you ever been bowling?
- Do you have any musical instruments at home?
- How many birthdays have you had?

Ideas for Expanding the Concepts

- Make your own bowling game with empty two-liter bottles and a ball.
- Decorate a cake.

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- Have a birthday party for a stuffed-animal in your room. Decorate the room, make birthday cards, and sing *Happy Birthday*.
- Have a scavenger hunt. Make a list of objects the children can find; give hints; then send the children on a hunt.

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Bowling

As in real life, bowling is a great way to improve coordination. After discovering the bowling pins in Kayla's front yard, children usually bowl a few games before continuing on their adventure. Never fear, though, the ingredients for Kayla's cake will still be there when bowling time is over.

Concepts to Reinforce

- Improving eye-hand coordination
- Enhancing fine motor skills
- Improving sportsmanship

Tips for Reinforcing the Concepts

- Talk about how to aim the bowling ball. Does anybody have a secret method they want to share?
- Talk about the score. Explain how the scoring works.
- Empathize with children when they throw a gutter ball. What is that like in other sports (incomplete pass, strike-out)?

Talking About the Activity

- How many times did you bowl?
- Have you ever been bowling? Did you wear funny shoes?
- Do you know anyone on a bowling team?
- What is your favorite sport?

Ideas for Expanding the Concepts

- Make a small bowling league. Enjoy bowling, keeping scores, and comparing scores.
- Tell a story about bowling.

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Cabbage Head

Do cabbages look better with short hair or long hair? Mustaches or beards? After clicking on the cabbage on Kayla's toy shelf, children are in for an adventure in creativity and experimentation.

Concepts to Reinforce

- Expressing creativity
- Enhancing socialization skills
- Enjoying playful activities

Tips for Reinforcing the Concepts

- Put a matched set of eyes, eyebrows, etc. on the cabbage. Does the cabbage remind you of anyone?
- Discuss how the cabbage's face changes as its hair or earrings change.
- Take turns telling each other what to put on the cabbage.
- Let the children take turns changing the cabbage while no one else is looking. Then let everyone else guess what was changed.

Ideas for Expanding the Concepts

- Play Mr. Potato Head.
- If you have a home living center or dress up clothes, play dress up.
- Cut out eye glasses out of construction paper. Let everyone put on their glasses and look in a mirror.

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The Piano

Have you ever heard *Twinkle, Twinkle, Little Star* sung by a dog? If not, now is your chance. As children play the piano in the living room, they enjoy singing, creating, and listening.

Concepts to Reinforce

- Enjoying music
- Expressing creativity
- Developing an understanding of timbre

Tips for Reinforcing the Concepts

- Sing along with the piano.
- Mimic the song. For example, if the dog just sang, let the children bark a song.
- Play several different songs with the same musical choice (dog, hammer, or spring). Do the children think that sound fits some songs better than other songs? Why?

Talking About the Activity

- Did you play any songs you already knew?
- What sound did you like the best?
- Does anyone in your family ever sing any of the songs you heard?
- Did anyone make up a song? What sound did they use?

Ideas for Expanding the Concepts

- Bark the song *The Itsy-Bitsy Spider*. Meow the song *I'm a Little Teapot*.
- Look around the room for unusual items to play a song.

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Just Grandma and Me

In *Just Grandma and Me,* Little Critter and Grandma enjoy a fun filled day at the beach. From the bus ride to the beach to the trip home, the day is filled with adventure and mishaps. As children click on objects on each page, they discover all sorts of fun things about the beach and about reading.

- **Page 1**

  Grandma and Little Critter wait for the bus to take them to the beach. Click on the mailbox, cow, tree, fence, house and other objects in the picture and see what happens!

- **Page 2**

  At the beach, Little Critter tries to set up the umbrella, but the wind is too strong. Watch what the starfish, lifeguard, ocean, shovel, clouds, pail and other things at the beach do when they are clicked.

- **Page 3**

  Instead of setting up the umbrella, Little Critter flies his kite—watch out! Find out what the sea shell, crab, and other friends do for fun.

- **Page 4**

  It s time for lunch. Look what happens to Little Critter and Grandma's hot dogs—yuck! Can you make the whale swim at the beach?

- **Page 5**

  On page five, Little Critter finds a snapping crab inside a sea shell. What else can you find at the beach?

- **Page 6**

  Look what happens to Little Critter's bathing suit when he tries to blow up his sea horse. Grandma comes to the rescue while a dog goes fishing. Click on the dog to see what he catches.

- **Page 7**

  Little Critter gets in the water! Is Little Critter a good swimmer? What do the mouse, raccoon, and pig like about the water?

- **Page 8**

  It's easy to see in the water with a mask and snorkel. See the star fish sneeze, an oyster spit pearls, and the crab try to catch a fish.

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- **Page 9**

  Grandma is a good sport when she lets Little Critter cover her up with sand and tickle her toes. Click on the rest of the beach to see what else there is to do at the beach—how about a hot air balloon ride!

- **Page 10**

  As the sun sets, Little Critter builds a sand castle for Grandma. Find out what happens to the sand castle when a big wave comes.

- **Page 11**

  Time to ride the bus home. Find out who falls asleep and what everyone else does on the way home.

- **Page 12**

  The end of a perfect day! Grandma carries Little Critter into the house, sound asleep. Click on the windows of the house to turn out the lights, then say good night.

Moving Around

Starting the Program

Select one from each of the following:

a. *Language* - English, Spanish, or Japanese.

b. *Read to Me* - The story is read to the child (words are highlighted as they are spoken) and interactions between Little Critter and Grandma are shown. The mouse is not active—children cannot click on objects or control the pace of the story; or

   Let Me Play - The story is read aloud as in "Read to Me," but children can use the mouse to click on objects in each page. Most objects do something funny after they are clicked. In this mode, children proceed at their own pace.

c. *Options* - Here children may select a particular page to go to without reading the rest of the story. Click on the arrows until the correct page is shown, then click on **OK.**

Exiting an Activity

To move forward or backward in the story, click on the arrow keys at the bottom of the screen. The arrow in the lower right side moves to the next page; the arrow key in the lower left side goes back a page.

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Using Special Keys and Features

In Read to Me mode, press the **SPACEBAR** to leave *Just Grandma & Me*; press **P** to switch to "Let Me Play" mode. In "Let Me Play" mode, press **R** to switch to "Read to Me" mode.

Leaving the Program

If you are on the last page of the book (page twelve), click on the right arrow. Click on **QUIT**. Click on **YES** when asked "Do you want to quit?" To quit from any other page, click on the page number at the bottom of the screen. Then answer the questions appropriately. In "Read to Me" mode, press the **SPACEBAR** to exit.

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Just Grandma and Me—Activity

Just Grandma and Me is an excellent program for explorers and adventurers. Children may choose to interact with the program or simply have the story read to them. Either way, there is much to discover and enjoy as Grandma and Little Critter spend a day at the beach.

Concepts to Reinforce

- Recognizing words
- Understanding letters and words have meaning
- Expanding vocabulary
- Associating the written word with spoken words

Tips for Reinforcing the Concepts

- In "Read" mode, allow the children to follow with the mouse as the words are highlighted and the story is told.
- In either "Read" or "Play" mode, point to any object or critter at the beach and ask questions like "What is that?", or "What does that animal do?"
- In "Play" mode, give each child the opportunity to click on all the critters at the beach and see what they do. Ask questions like "Do raccoons really swim on floats?" or "Does the moon really say goodnight?"
- Discuss each page after it is read by the computer. Point to significant words such as "mask" and "snorkel" and point to the mask and snorkel.

Talking About the Activity

- Have you ever gone to the beach?
- If you have gone to the beach, who did you go with?
- What is your favorite game to play at the beach, pool, or even in your bathtub?
- Do you know how to swim?
- Do you have a Grandmother? What do you call her?
- Have you ever flown a kite?
- Are dogs really lifeguards?
- What was your favorite thing Little Critter did at the beach?

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Ideas for Expanding the Concepts

- Let the children "role play" their favorite page in the story. Let them take turns being Grandma, Little Critter, and the lifeguard.
- Weather permitting, go outside and fly a kite, play ball, and dig in the sand just as they did at the beach.
- Let each child draw an object they saw at the beach (i.e., umbrella, shovel and pail, mask and snorkel). Write the words for the objects on the board and help the children match the pictures to the words.
- Walk around the room and find things that would be good to take to the beach, pool, lake, or the zoo.
- Have beach day. Pretend everyone is going to the beach. Enjoy activities such as playing with beach toys (beach balls, volley balls, shovels and pails), eating beach food, building sand castles, and resting on beach towels. Make a group poster, picture, or book about beach day.

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Katie's Farm

When McGee goes to visit his friend Katie's farm, he gets a taste of the country. As children guide Katie and McGee on their adventures, they can milk cows, jump in hay, and play with a scarecrow. There is no order to the activities—children can play anywhere as long as they please.

The Main Screen

On the Main screen, McGee and Katie climb a tree or go play in another area of the farm.

The Barn

Adventures in the barn include jumping into a bale of hay, watching Katie's mom milk a cow, and feeding fresh milk to the cats.

The Corral

Ride the horse with Katie's dad. Then go in the barn to feed baby chicks or watch a hen lay an egg.

The Scarecrow

In a field near the barn, McGee and Katie play with a scarecrow and eat wild berries.

The Pond

McGee and Katie can fish, sail a sail boat, or play with a turtle in the pond near the barn.

Moving Around

Selecting an Activity

There is always a white border around one of four windows at the bottom of the screen. Move the mouse until the border is around the window you want to select. Click either mouse button to make your choice.

If you do not want to use the mouse, use the arrow keys to move the border. Press the **ENTER** key or **SPACEBAR** to make a selection.

Exiting an Activity

To move to the previous window, click on the small window at the bottom of the screen representing the previous window.

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Leaving the Program

DOS/Windows: Hold down **ALT**, then press **X**. Apple/Mac: Hold down **Command**, then press **Q**.

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Katie's Farm—Activity

Katie's Farm is an exciting adventure in the country. Discovery and exploration are the main focus of this program. Children love learning about hay lofts and scare crows, milking cows, sailing boats, fishing and much more!

Concepts to Reinforce

- Using a mouse
- Identifying animals
- Taking turns
- Understanding what a farm is
- Recognizing objects
- Expanding vocabulary

Tips for Reinforcing the Concepts

- Discuss the choices McGee and Katie have at any given time.
- After making a selection, ask the children to interpret what McGee or Katie did. Would the children like to do the same thing?
- Help children find items in the scene. Can we find McGee's parents? Do you see any animals?
- Ask the group what happened. Did McGee and Katie fly a kite? Does anyone remember who caught the fish?
- As each child takes turns moving through the farm, let them tell a story about what McGee and Katie are doing.

Talking About the Activity

- Have you ever been to a farm?
- Can you do something on a farm that McGee and Katie did not do?
- What does your favorite farm animal sound like?
- Would you rather live in the city or on a farm?
- Did you see something you would like to do at Katie's farm?
- Could you go fishing somewhere besides a farm? Can you go fishing in your bath tub?

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Ideas for Expanding the Concepts

- Let each child pick a farm animal. Then pretend you are animals on a farm.
- Fill a large bucket with water. Make fishing poles and let the children fish.
- Make a scarecrow out of old clothes.
- Play guess who with farm animals.
- Sing *Old Mac Donald*.
- Have an animal dance. Put on a good dancing record, then stand in a big circle. Call out the name of a farm animal and let the children dance like that animal.

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Math Rabbit

Math Rabbit is a fun way for children to develop early math skills. The games in *Math Rabbit* enhance number recognition, counting, addition, and subtraction skills. Different learning styles (visual, auditory, abstract and concrete association) are incorporated into four circus games. The level of difficulty may be set to meet each child's needs. Correct answers lead to prize tickets that can be cashed in at the prize center.

Balloon Matching Game

The Balloon Matching game enhances number recognition and builds memory skills. Pop balloons to match a number with the set of objects corresponding with the number. When children match all the sets, they win a prize ticket.

Calliope Counting Game

In this activity, children use the arrow keys to count musical notes on wind pipes. *Math Rabbit* asks children to find the notes to make a song. When a tune is complete, a prize ticket is won!

Sea Lion Show

Add and subtract numbers in sequence to solve *Math Rabbit's* math problems. The higher the level of difficulty, the higher the number pattern.

Tightrope Show

In the tightrope show, numbers are associated with patterns. If the number match is correct, toss it to Ellie the acrobatic elephant. Otherwise, toss it into the pool.

Prize Center

Here children buy prizes with the tickets they have earned. After looking at the prizes, children often decide to try and get more tickets for the prizes they find especially appealing.

Moving Around

Starting the Program

When *Math Rabbit* starts, children are asked to pick a name. If the name is already on the list:

1. Click on the name.
2. Click on **Choose New Player** in the lower right side of screen.

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If the name is not on the list, add the name to the Circus Sign-Up list by:

1. Clicking on **Add New Name**
2. Entering the name in the *New Player Name* box.
3. Clicking on **OK.**

To remove a name from the list, click on the name to be removed. Then click on **Delete**.

Selecting an Activity

Click on the picture for the desired activity.

Exiting an Activity

Click on the circus tent in the corner of the screen to return to the main screen.

Special Keys and Features

Using the Menu Bar (Windows/DOS/Mac)

To make selections from the menu bar, click on the word "menu" at the top of the screen. Click on menu items to choose them.

FILE: Click on *File,* then click on one of the following selections from the drop-down menu.

- **Go to Main Screen**—Leave the current game and return to the Main screen to select a different activity.
- **Restart This Game**—Start the current game again.
- **Start New Player**—Stop playing the current activity and go to the Circus Sign-Up screen to select a different name.
- **Quit**—Leave *Math Rabbit* (DOS/Macintosh)

  Exit—Leave *Math Rabbit* (Windows)

OPTIONS: The following items can be changed on the Options Menu.

- **Sounds, Music, and Voice**—Turn sound effects, music, or voice prompts on or off.
- **New Player Hints**—New player hints appear automatically the first time a new activity is entered. Choose this option to make the hints appear again.
- **Game Level**—There are several levels of difficulty for each activity. The level

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of difficulty can be changed at the main screen or in the middle of the activity being played. The game level remains the same until the child changes it.

- **Problem Type**—Customize the types of problems presented in each game except *Calliope Counting Game*. Problem-types depend on the game level being played.

After selecting the desired option settings, click on OK (Windows) or DONE (DOS, Mac).

HELP: Gives different information about each activity.

Leaving the Program

Click on *Math Rabbit* in the lower corner of the screen.

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Balloon Matching Game

Memory and concentration grow as children associate numbers with sets in the *Balloon Matching Game*. Numbers and sets are hidden behind eight balloons. Children pop balloons to find matches.

Levels of Difficulty

- **Level One**: Numbers 1–9.
- **Level Two:** Numbers 1–18. The math problem format is horizontal.
- **Level Three:** Numbers 1–18. The math problem format is vertical.
- **Level Four:** Numbers 1–99. The math problem format is vertical.

Concepts to Reinforce

- Developing concentration and memory
- Associating numbers with groups of objects
- Associating numbers (1–18) with their written numerals
- Performing intermediate addition and subtraction (1–99)

Tips for Reinforcing the Concepts

- Count the number of balloons on the screen.
- When a number set appears behind a balloon, count the items.
- When a number appears from behind a balloon, let the children clap that many times or hold up that many fingers.
- When a number is turned over, ask the children what that number would be if you added one, two, or three to it.

Talking About the Activity

- Have you ever popped a balloon?
- How many matches did you find?
- What was the hardest question you answered?
- How many different numbers can you add?
- If you were a balloon, what color would you like to be?

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- Can you count backwards from ten to one?

Ideas for Expanding the Concepts

- Put three fingers from each hand next to each other. Let the group count them. Using the same fingers, place one hand above the other. Let the group count the fingers again. Discuss the answers.
- Write the numbers one through ten on separate pieces of paper. Put the paper on a large table. Let the children put the appropriate number of raisins on each piece of paper.
- Turn four cups upside-down. Hide a treat under a cup. Move the cups around and see if the children can find the treat.
- Glue Styrofoam balls to paper (one ball on one sheet, two balls on another sheet, three balls on a third). Cover a child's eyes and let him or her feel the balls. Ask how many balls are on the sheet.
- Play a balloon pop game. Write numbers or simple equations on small papers. Put the papers inside balloons. Blow up and seal the balloons. Take turns popping balloons. The children can either solve the equation or find a set with the number on the sheet of paper.

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Calliope Counting Game

The *Calliope Counting Game* allows children to create a tune while counting musical notes. Using the up and down arrow keys, the counting begins! The level of difficulty can be set at the beginning of each game.

Levels of Difficulty:

- **Level One:** This level allows children to create tunes while counting numbers 1–8. There is a number scale to the left to show number progression.
- **Level Two:** In this level, children compose tunes as directed by *Math Rabbit*. Hints are provided at this level.
- **Level Three:** Math Rabbit gives clues in this level, but there is no number scale on the screen.

Concepts to Reinforce

- Counting numbers 1–8
- Creating simple tunes
- Identifying numbers and recognizing simple number relationships
- Enhancing hand-eye coordination

Tips for Reinforcing the Concepts

- Before play begins, review the different parts of the screen. Arrow keys, the keyboard, the number scale to the left, the seven pipes, and *Math Rabbit* are all important parts of the game.
- Count the number of pipes with the children, then count the numbers on the scale to the left. Since there are seven pipes, ask the children to find the number seven. Count various numbers of pipes and ask the children to find the corresponding number.
- At level one, ask each child to count to a certain number using the arrow keys. The voices of the pipes will help the children along.
- Ask a child to click on the third pipe and count three notes up. Click on the fourth pipe and count four notes.
- When a tune is finished, click on the **DONE** icon. If you would like to hear the tune again, click on the musical notes icon. To create a new tune, click on **NEW TUNE**.

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Talking About the Activity

- Can you sing your favorite tune?
- Did you see *Math Rabbit* eat his carrot? Where did he put it?
- Can you think of anything else that makes musical sounds?
- Do you have any instruments at home?
- Have you ever seen a rabbit?

Ideas for Expanding the Concepts

- Collect cans, jugs, and cardboard boxes. Create a row of pipes. Let each child tap on a pipe. Create a song by asking for different numbers of taps from each student.
- Divide the children into two groups. Let them discover sounds they can make with their bodies (tapping a foot, slapping a knee, clapping their hands). Let each group play a song.
- Play *Simon Says*. "Simon says clap your hands three times. Simon says stomp your foot two times."
- Create a Hop-Scotch game with masking tape. Children can take turns telling each other how to hop. Hop to number six, but skip over number two.

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Sea Lion Show

The *Sea Lion Show* helps children explore and understand sequential numbers. Children add one to the number the Sea Lion holds up, then they find that number on the row of balls. If children get each question right, they win a prize ticket.

Levels of Difficulty

- **Level One:** Add or subtract 1
- **Level Two:** Add or subtract 1 or 2 to numbers 1–18.
- **Level Three:** Add or subtract with numbers 1–70.
- **Level Four:** Add or subtract numbers 1–99.

Concepts to Reinforce

- Performing simple addition and subtraction
- Recognizing number patterns
- Recognizing larger and smaller numbers, number order and sequence

Tips for Reinforcing the Concepts

- At level one, show how fingers can be very helpful in adding and subtracting numbers.
- Before the game begins, count the number of seals on the screen, the number of balls, and the number of *Math Rabbits*.
- When a seal holds up a number, let the children clap that many times.
- Let the children hop the answers. For example, they would hop four times for the equation 3 + 1 = 4.
- Have a box of counting bears, sticks, or other manipulatives next to the computer for children to use in developing answers.

Talking About the Activity

- Have you ever seen a sea lion before?
- Would it be fun to go to the sea?
- How high can you count?
- Would you rather add numbers or subtract numbers?

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- Do you think *Math Rabbit* is smart?

Ideas for Expanding the Concepts

- Cut out shapes from construction paper. Let the children form groups (sets) with one to four items. Using extra shapes, let the children add one item to each set. Discuss how big the sets are.
- Using the same shapes, let the children build sets again. This time let the children take one away from each set. Discuss how big the sets are now.
- Go outside and find steps to count. Let the children count the number of steps while walking up them. Next, let a child stand on each step. Count how many more steps it is to the top. At the top, count how many steps it is to the bottom.
- Play a "how many" game with items in the room (windows, chairs, tables). If we add one more window to our windows, how many do we have? If we give away one chair, how many do we have?

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Tightrope Show

Matching numbers with number sets or equations is the name of the game in the *Tightrope Show*. *Math Rabbit* holds up a barrel with a number set or equation (depending on the level of difficulty) on it. If the barrel matches the number, children toss the barrel to Ellie the Elephant. If it doesn't, the barrel is tossed into the pool below the tightrope.

Levels of Difficulty

- **Level One:** Match 1–10 objects.
- **Level Two:** Identify numbers less than or greater than the target (0–99.)
- **Level Three**: Match numbers 0–10 in addition and/or subtraction formulas.
- **Level Four:** Match numbers 1–15 in addition and subtraction formulas.

Concepts to Reinforce

- Associating sets of objects with numbers (1–10)
- Understanding less then (<) and greater than(>) with numbers from 0–99
- Performing simple addition and subtraction (0–15)
- Understanding the concept of equivalence

Tips for Reinforcing the Concepts

- As Hanna the Hippo delivers each number, count to that number with the group. In level one, use your fingers to count along. In higher levels, clap hands or stomp feet for each number.
- Call out different aspects of the screen and have the children find it. Find the target number. Can you find Ellie?
- As a new target number appears, ask the group if certain numbers are bigger or smaller than that number. Is five bigger or smaller than six?

Talking About the Activity

- Have you ever been to a circus?
- Have you ever seen an elephant or a Hippo?
- Have you ever been dropped into a swimming pool by a rabbit?
- How old are you?

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- How many brothers and sister do you have?
- Did you win any prize tickets during this game? If so, how many?

Ideas for Expanding the Concepts

- Using marshmallows and cookies, create sets of numbers one to nine. Ask the group to find the set of four marshmallows, four cookies, three marshmallows, three cookies, etc. Discover what happens to the set of six cookies when you eat one!
- Divide the children into sets from one to nine (or as high as the number of students allows). Rearrange the children into different sets to see how the number sets change. For example, move one person out of set four making that a set of three, move that person into set three making that a set of four.
- Make sets of children again. This time, ask set three to subtract two children. Ask the group how big the set is now.

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McGee

McGee is a curious little fellow who enjoys being the first one up in the morning. Since he is up first, McGee has full run of the house. In each room he finds new adventures, with different ways to entertain himself before anyone else wakes up.

This program is specially designed for young children. Using a mouse is easy. Click either mouse button (from any location) to set McGee into action. The arrow keys and the **ENTER** key can also be used to make selections.

McGee's Bedroom

Join McGee as he starts his day. He may play with his hand puppet (Mr. Rabbit), bounce a big red ball against the door, or ride his stick horse. When he's ready, McGee goes into the hall to choose his next adventure.

Mother's Bedroom

Sometimes the hardest thing about being the first one up is being the only one up. McGee goes to his mother's bedroom to wake her up. While he's there, he plays with a music box. When his mother won't get up, he tries to wake the cat at the foot of the bed.

Bathroom

Morning duties include brushing teeth, taking a bath and using the bathroom. McGee needs privacy please!

Downstairs

Adventures downstairs include watching television and crawling under the rug in the family room.

Kitchen

There is always something to do in the kitchen. Whether feeding the dog or checking the weather, McGee has a lot of fun.

Backyard

Like most backyards, McGee's backyard is a world in itself. There is a tire-swing to play on, a hole in the fence to peek through and a dandelion to blow around the yard.

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Moving Around

Selecting an Activity

A white border is always around one of four windows at the bottom of the screen. Use the mouse or the arrow keys until the border is around the window you want to select. Click either mouse button to make your choice.

If you do not want to use the mouse, use the arrow keys to move the border. Press the **ENTER** key or **SPACEBAR** to make a selection.

Exiting an Activity

To move to the previous window, click on the small window at the bottom of the screen that represents the previous window.

Leaving the Program

Apple/Mac—Hold down the **Command** key, then press **Q**. IBM/DOS—Hold down the **ALT** key, then press **X**.

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McGee--Activity

Just as McGee enjoys wandering around the house by himself, children enjoy exploring with McGee and guiding his adventures.

Concepts to Reinforce

- Expanding vocabulary
- Developing confidence and self-esteem
- Improving hand-eye coordination
- Understanding cause and effect relationships
- Making decisions
- Recognizing objects

Tips for Reinforcing the Concepts

- As McGee enters each room, ask the children about this room in their house. For example: "What color is your bathroom? Have you ever tried to wake up a grownup in the morning? What is your favorite program to watch on television in the morning?"
- Point to different objects in the room. Talk about what the objects are. Do the children have the objects at their house?
- Once the children have been to a room, ask them if they can return to the room. For example, "Can you take McGee back to his room?"
- Let the children act out what they would do if they were in McGee's house.

Talking About the Activity

- Have you ever been the first one up at your house? What did you do?
- Have you ever been alone at your house?
- What do you think was McGee's favorite thing to do?
- If you played all by yourself, would you get lonely?
- What is your favorite thing to do at your house?
- If you could have one other person at your house, who would that be?
- Do you think McGee likes being the first person up in the morning?

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Ideas for Expanding the Concepts

- Recreate a room in McGee's house. Allow the children to play as McGee did.
- Let the children draw a picture of their house.
- Play house.
- Pretend everyone has just waken up. Let each child act out what he will do first, and let the rest of the group guess what the child is doing.

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McGee at the Fun Fair

McGee and his pal Tony have a fun filled day at the summer Fun Fair. Children enjoy helping McGee and Tony see what the artist, clown, and musician do.

The Main Screen

McGee, Tony and McGee's parents can have pictures drawn or go to three other places (squares) at the Fair. Each square has its own activities. Many squares take McGee to other wonderful locations.

First Square

McGee and Tony love watching pictures being drawn at the fair. Many children enjoy using sketch pads and pretending they are the artist at the fair.

Second Square

Here McGee and Tony listen to a musician play a guitar, see a clown make silly balloons, or watch a man fly a kite.

Third Square

The third square lets McGee and Tony watch a man juggle, listen to a one-man-band, or play on a playground.

Fourth Square

What's a fair without food? In the fourth square at *Fun Fair*, McGee and Tony get an ice cream bar, a drink of water and a new screen where they find more playground equipment.

Moving Around

Selecting an Activity

There is always a white border around one of four windows at the bottom of the screen. Move the mouse until the border is around the window you want to select. Click either mouse button to make your choice.

If you do not want to use the mouse, use the arrow keys to move the border. Press the **ENTER** key or **SPACEBAR** to make a selection.

Exiting an Activity

To move to the previous window, click on the window at the bottom of the screen with the picture that represents the previous window.

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Leaving the Program

DOS/Windows - Hold down the **ALT** key, then press **X**. Apple/Mac—Hold down the **Command** key, then press **Q**.

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McGee at the Fun Fair—Activity

The *Fun Fair* is a perfect opportunity to let children exercise their independence and explore. Children are introduced to new objects and concepts as they explore the fair. Children enjoy finding activities for Tony and McGee to do over and over again.

Concepts to Reinforce

- Improving hand-eye coordination
- Understanding a sequence of events
- Taking turns
- Increasing object recognition
- Enhancing socialization skills
- Developing confidence and self-esteem

Tips for Reinforcing the Concepts

- After a selection is made, ask the children to interpret what McGee and Tony did. What did the man do? What did McGee and Tony get?
- Point to part of the screen and ask the children to click the selector box that will let McGee and Tony play in that area.
- Once all squares have been explored, ask the children to go back to a particular square. Can anyone find the ice cream?
- Ask children to find objects on the screen. Where is the dog? Does anybody see a guitar?

Talking About the Activity

- Have you ever been to a Fair?
- Have you ever seen a clown or a one man band?
- Where was your favorite place to go at the *Fun Fair* with McGee and Tony?
- What do you think was Tony's favorite thing at the Fair?
- Have you ever flown a kite?
- Do you think McGee's Mom and Dad had fun?

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Ideas for Expanding the Concepts

- Read a book about a fair.
- Let the group have a Fun Fair. Groups of children can create games. Then they can "run" that part of the fair as the others come to play.
- Using empty boxes and objects around the room, let the children create a one man band.
- Let the children draw a picture of themselves at the Fair.
- Using construction paper or newspaper and string, help children make kites and hang them from the ceiling.

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MetroGnomes' Music

The world of music has never been more fascinating than in the kingdom of the MetroGnomes! Five activities let children play with musical notes, phrases from songs, and rhythms. Many familiar songs are included in the activities. (This program is not available for Mac/Apple.)

Hi-Lo Rescue (1)

Several MetroGnomes are stuck in a mushroom. When the fire engine comes to rescue them, the fun begins. Decide who to rescue according to the notes you hear. If the second (last) note played is lower than the first, rescue the MetroGnome in the lower window. If the second note is higher, rescue the MetroGnome in the higher window.

Match A Tune (2)

Match A Tune tests musical ears and memories. Each flower in the musical garden plays a song phrase. Each flower's phrase matches another flower's. When children find all of the matches, the entire song plays.

Melody Maker (3)

Melody Maker allows children to create tunes of their own using five different xylophones. Each xylophone is keyed to a different musical scale. This allows children to experience various types of music and discover their own preferences.

Pick and Play (5)

Pick and Play is a great way to listen to popular folk songs. After listening a while, children may even want to sing along.

Time A Trip (4)

Match the beat of the rhythm and take the MetroGnomes on a trip to the parade. If children match the beat, the MetroGnomes move on their way. If the beat is not quite close enough, a tow truck comes and pulls the MetroGnomes back for another try.

Moving Around

Selecting an Activity

To start an activity, either click the mouse on the activity to be started or press the number key assigned to the activity.

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Exiting an Activity

To return to the meadow, press or click on **ESC.**

Getting Help

Either press the **F1** or **?** key on the keyboard or click on **F1** or **?** on the screen for help.

Leaving the Program

Press **ESC** or click on the little picture of the meadow to leave the program. Choose **Yes** to confirm you wish to exit.

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Hi-Lo Rescue

As children rescue Gnomes from a tree, they learn to discriminate between high and low notes. Children rescue the higher or lower Gnome according to whether the last note they heard was higher or lower than the first note. The level of difficulty automatically adjusts to the child's abilities. *Hi-Lo Rescue* is labeled activity 1 in the meadow.

Concepts to Reinforce

- Discriminating between high and low pitches
- Visualizing spaces that are physically higher and lower
- Improving hand-eye coordination

Tips for Reinforcing the Concepts

- Let the children sing the pitches back.
- Ask the children to count the number of windows on the mushroom.
- Ask the children to count the number of swings hanging from the tree.
- During the game, let the children guess whether the second note will be higher or lower.
- As each Gnome is rescued, have the children count the number of empty and full swings on the tree.
- Point to different objects and ask what they are. How do they relate to the Gnome village?

Talking About the Activity

- What does the highest note you can sing sound like? What about the lowest note?
- Have you ever sat on a mushroom?
- Have you ever jumped on a trampoline?
- Do you know a fire fighter?
- Can you swing on swings?
- Have you ever jumped from a swing on the playground?

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Ideas for Expanding the Concepts

- Slowly hum a favorite song with the group. Stop at a familiar spot and ask the children if the next note is higher or lower.
- Line up different objects and tap them with a pencil. First, discuss what the pitch sounds like. Then mix the objects up and tap on one. Ask the group to find an object that will either be higher or lower.
- Clap on different body parts (legs, arms, feet, head). Discuss which sounds are higher or lower than the other sounds.
- Pick a favorite tune. Change the words to the song, but keep the same melody.

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Match A Tune

This terrific game works with tune recognition and challenges memory skills. The game starts with lizards on several flowers. Each flower houses a segment of a folk song. When children click on a flower, they hear part of a tune (a phrase). The challenge is to find a matching flower. When all flowers are matched, children hear the complete tune. *Match A Tune* is labeled activity 2 in the meadow.

Concepts to Reinforce

- Developing auditory discrimination
- Developing memory and concentration
- Recognizing phrases
- Associating parts with the whole

Tips for Reinforcing the Concepts

- Let the children count the flowers. As matches are made, let the children count the remaining flowers.
- As parts of the tune are heard, let the children guess what the tune or song is.
- Once the song has been identified, let the children guess whether the phrase goes in the beginning, middle or end of the song.
- When all matches have been made, let the group sing the tune and dance around the room.

Talking About the Activity

- What was your favorite tune?
- Have you ever made up a tune on your own?
- Can you dance to your favorite tune?
- Sing the first part of your favorite tune. Next, sing the ending.
- Can you tell us a story about your favorite nursery rhyme?
- Do you like to sing while you take a bath?

Ideas for Expanding the Concepts

- Let each child make up a short story. Set the story to music. (You may want to use a familiar melody.)

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- Pick a favorite show tune. Divide the group into three groups (beginning, middle and end). Let each group sing their part of the song.
- Pick a favorite folk song or nursery rhyme. Pick characters and design a set. Let the children act out the story. Sing the tune during the play.
- Hum a phrase from a song. Let the group guess what the song is. Give hints if needed.

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Melody Maker

Music is a wonderful tool of expression and imagination for children. In this creative activity, children make up tunes of their own. Children can discover how tunes sound when they are played by different instruments. Children can also click on the conductor to discover how changing the rhythm affects the tune. *Melody Maker* is labeled activity 3 in the meadow.

Concepts to Reinforce

- Expressing creativity
- Recognizing tunes
- Understanding musical variation
- Expanding aural skills

Tips for Reinforcing the Concepts

- Before the game begins, discuss the members of the band and their roles.
- Talk about the parts of the musical banner. The creatures on the banner representing music notes change according to which band member is playing.
- Let the children click on the xylophone and experiment with the correlation between the size of the bar and the pitch of the note.
- Compose an original tune and let the children dance to it. After dancing, change a note or two and play it again. (Notes are changed by clicking on the note to be changed on the banner then clicking on the new note on the xylophone.) Highlight the change and let the children dance to the new songs.
- After changing a tune, click on the magic hat to replay the original tune.

Talking About the Activity

- Would you rather hear a tune you already know or would you rather make up your own?
- Who was your favorite band member? Why?
- Did you like playing the xylophone? Have you ever played one in real life?
- Have you ever played a musical instrument? Does anyone in your family play a musical instrument?
- Do you believe ghosts play music?

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Ideas for Expanding the Concepts

- Assign an imaginary musical instrument to each child (children can share instruments). Help the children find things in the room that can be used to create the instrument. Let the children design their own tunes.
- Using the above instruments, let the children form a band. The band can play some tunes they have created.
- Ask the band to play a popular song or nursery rhyme.
- Play "stump the group". Using one of the band instruments, play a song the class should know. See if the class can guess what the song is.

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Pick and Play

Spread out the musical blanket and have an old-fashioned sing-a-long! Click on any square of the blanket to hear a tune played. Click on the song picture in the lower right of the screen and a mystery tune is played. Can the children guess what it is? Children have fun singing along with the MetroGnomes tape player. *Pick and Play* is labeled activity 5 in the meadow.

Concepts to Reinforce

- Recognizing songs
- Reinforcing rhythm and timing
- Enjoying music

Tips for Reinforcing the Concepts

- Talk about the pictures on the blanket before hearing the songs.
- After a song is heard, talk about the picture again. Ideas should expand.
- Sing a familiar song. Ask the group to sing along. Encourage dancing, swaying or clapping to the song.
- Turn any given song into a play. Let the children act the song out.
- Sing and act out *I'm a Little Teapot*.
- After all songs have been heard, try to sing the songs without music.

Talking About the Activity

- What was your favorite song?
- Did you learn any new songs?
- Do you like to dance?
- Do you sing at home?
- Have you ever gone on a picnic?
- Can you make up your own song?

Ideas for Expanding the Concepts

- Discuss things outdoors that make sound (i.e., rain, thunder, traffic, people talking).

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- Play the quiet game. Who can be the quietest? Then play the loud game. Who can be the loudest? (This might be best played outside!)
- Let the children take their lunch outside and eat a picnic.
- Have a sing-a-long using songs learned with *Pick and Play*.
- Play *Name that Tune*. Hum a song and see who can guess what the song is.
- Play *Sing that Tune*. Let children call out the name of as song and see if the group can sing the song.

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Take A Trip

All board! Take a trip to the Gnometown Parade aboard the Gnometown express! Each time children repeat a four-beat tempo correctly, they pick up a band member. Pick up four band members and the Gnomes hold a parade. Use the speedometer at the bottom of the screen to monitor the tempo. Watch the bulls-eye to the right to match your progress. *Take A Trip* is labeled activity 4 in the meadow.

Concepts to Reinforce

- Recognizing tempo
- Understanding the relationship between tempo and counting
- Repeating and keeping a beat

Tips for Reinforcing the Concepts

- Let the group clap along with the beat and sing back the beat.
- Discuss the different objects in the Gnome village. Decide whether they will be included in the parade.
- After a sequence is heard, let the children clap it out before tapping the **SPACEBAR**.
- After any beat is repeated successfully, let the child dance to the beat around the room.

Talking About the Activity

- Did you have fun at the parade?
- Have you ever been to a parade before?
- Did the parade have music? What kind?
- Have you ever taken a ride on a train?
- Have you ever met a Gnome?
- Would you like to live in Gnometown?

Ideas for Expanding the Concepts

- Let the children line up and create a Gnome train. Let each child take turns being the locomotive and the caboose. Let the children chug around the room to the beat you clap.

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- Place the chairs in the room in a circle. Play a singing version of *Duck-duck-goose*. Let one child walk around the circle patting the others on the head. Instead of calling out duck-duck-goose, sing a popular song. The person tapped at the end of a tune gets to run around.
- Play musical chairs.
- Divide the group into two. Children on one side should stomp a tune. The challenge is for the other side to repeat the tune.

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Mickey's 123's

Mickey's 123's, The Big Surprise Party, begins with Mickey Mouse sleeping in his easy chair. After waking Mickey up, children press number keys (0–9) to help Mickey pick out food, decorations, and presents for a surprise birthday party. Whether delivering invitations or serving food, children enjoy throwing this party. (This program is not available for Mac/Apple computers.)

Moving Around

Starting the Program

When *Mickey's 123's* starts, Mickey's house appears on the screen. Pressing a number key (0–9) gets Mickey out of his chair and starts the game.

Selecting an Activity

Children choose from four different destinations (toy factory, grocery store, post office, party) by pressing the number key shown on the signpost for that destination. At each destination, Mickey accomplishes another task needed to be ready for the surprise party.

Exiting an Activity

When children complete an activity, they return to the signpost. Here they choose what to do next. Each activity can be repeated until everything has been completed in that activity. For example, Mickey can return to the Post Office until all Mickey's friends have received invitations.

Using Special Keys and Features

- **Using number keys.**

  Children can use the number keys at the top of the keyboard to play the game or the number keypad on the far left of the keyboard. To use the number keypad, press the **NUMLOCK** key (usually above the number 7 key). Both sets of number keys can be used if **NUMLOCK** has been pressed.

- **Pausing the game.**

  Press **SPACEBAR** to make the program pause. Mickey sits and says "I'll just wait here!" The program stops right where Mickey is. Don't leave the program paused for too long—it can burn the picture into the screen.

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Starting the game after pausing.

Press any key to restart the game.

- **Demo mode.**

  If no key is pressed for three minutes, or if **ALT-D** is pressed, the game enters demo mode. Mickey plays by himself.

Starting the game from demo mode.

Press any key while Mickey is in demo mode to start the game right where Mickey is.

- **No Mouse.**

  The mouse does not work with this program.

Leaving the Program

First, press **ESC** to go to the restart game/leave game screen. Press **ESC** again to leave the game.

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Mickey's 123's—Activity

Mickey's 123's is centered on one activity—Mickey's party. Children help Mickey prepare for the surprise party by selecting a destination from the signpost. After Mickey buys the food (**Food** sign), builds the gift (**Toy** sign), and sends the invitations (**Invitation** sign), it's time for the party.

When children select a number on the signpost, Mickey starts walking to the destination. Press a number key to give Mickey a different way to get to his destination.

Pressing **[1]** at the signpost takes Mickey to the Toy Factory. Here he builds a present for the guest of honor.

Pressing **[2]** at the signpost takes Mickey to Goofy's Market to buy food for the party.

Pressing **[3]** at the signpost takes Mickey to the Post Office. The mail carrier then delivers invitations to Mickey's friends.

[4] (the Party) appears on the signpost after Mickey's visited the other three destinations.

In each destination, children use number keys to tell Mickey what to do. Children decide what toys to make, how much food to buy, how many balloons to buy, and which guests to invite. If children don't want Mickey to do something at a destination, they should press **[0]** while in that destination. Mickey then returns to the signpost.

At the party, children help Mickey serve food to the guests. When the party is over, Mickey leads everybody out with a dance.

Concepts to Reinforce

- Recognizing numbers (0–9)
- Counting
- Associating quantity with objects and numbers
- Enhancing socialization skills

Tips for Reinforcing the Concepts

- Look at the houses in the neighborhood and try to figure out who might live in each house. Do you think Donald Duck or Chip and Dale would live in the tree house?

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- Give a party using each child's favorite number. Talk about the party you end up giving.
- Play the game counting aloud with the game each time a number key is pressed.
- Before starting the game, decide whom you want to invite to the party. See if you can give a party just for those characters.

Talking About the Activity

- What was the first thing Mickey did?
- Have you ever given a party?
- What is the funniest thing that happened in the game?
- What have you counted today? Fingers, toes, cookies, crayons?
- How many people are in our group?
- How many people live in your house?

Ideas for Expanding the Concepts

- Plan a field day, assigning numbers to each activity. For example 1—swing set, 2—bouncing balls, 3—throwing frisbees, 4—hopscotch, 5—walking on the balance beam. Make a sign with numbers and pictures for the activities. Let children use the sign to choose what they will do.
- Count the blocks in your play area. Divide them into color groups and count them. Group the same shapes together and count them.
- Use numbers to represent items on a list. Write the numbers 1–9 across the top of a big sheet of paper. Paste a picture of a toy or activity under each number. Let your group choose their activity by saying, "I'd like to play with number 2 today."
- Sing *The Ants go Marching One by One* using your fingers to represent the ants.
- Sing *This Old Man* using your fingers to show the numbers.
- Put enough objects in a bag to give one object to each child. Take turns playing mail carrier—deliver one object to each child, counting out loud as the objects are delivered.

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Mickey's ABC's

In *Mickey's ABC's—A Day at the Fair,* Mickey Mouse is at home in bed. As children press keys, Mickey gets out of bed, does different things around the house, and goes to the fair. *Mickey's ABC's* provides an excellent opportunity for children to expand their vocabulary, learn letter names, and begin associating words with their first letter. (This program is not available for Mac/Apple computers.)

Moving Around

Starting the Program

When *Mickey's ABC's* starts, the Upper/Lower Case option screen appears. Choose the case to use by pressing **U** or **L**. Mickey's bedroom appears on the screen. Press a letter key to get Mickey out of bed, and the adventure begins!

Selecting an Activity

To get to the fair, press **F** while in Mickey's house. To get back to Mickey's house from the fair, press **H**. Make sure you are far away from the horse when you press **H**.

Exiting an Activity

Press **F** or **H** to move back and forth between Mickey's house and the fair. Children may have to experiment to find where Mickey needs to be for **F** or **H** to send him where they really want him!

Using Special Keys and Features

- **Pausing the game.**

  Press the **SPACEBAR** to pause the program. Mickey sits and says, "I'll just wait here!" Don't leave the program paused for too long—it may burn the picture onto the screen.

- **Starting the game after pausing.**

  Press any key to begin the game where it stopped.

- **Demo mode.**

  If **ALT D** is pressed (or if no key is pressed for three minutes), the game enters demo mode. Mickey walks through the house or plays at the fair by himself.

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Starting the game from demo mode.

Press any key while Mickey is in demo mode to start the game wherever Mickey is. The game does not remember where you stopped.

Leaving the Program

Press **ESC** from any screen to return to the Upper/Lower Case choice screen. Press **ESC** again to leave the game.

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Mickey's ABC's—Activity

Mickey's ABC's is centered on one activity—Mickey's adventures at home and at the fair. As children press letter keys, Mickey does different activities. Based on the keys pressed, Mickey does things in his bedroom, bathroom, kitchen, or living room. When **F** is pressed, Mickey goes to the fair where he sees all kinds of animals, tastes foods and performs special tricks. Press **H** to send Mickey back to his house.

Whenever a letter is pressed, the narrator says the name of the letter pressed and says the word that appears on the screen. Mickey then does something fun related to the word on the screen.

There are surprises in each screen. The surprises appear randomly—children never know when or where they'll show up!

Concepts to Reinforce

- Expanding vocabulary
- Solving problems
- Recognizing upper & lower case letters
- Associating words with their first letters
- Associating pictures with words
- Thinking strategically

Tips for Reinforcing the Concepts

- Use each child's favorite letter to play the game.
- As the children play the game, write a story about what Mickey is doing. Ask each child to make up a sentence about what Mickey did for the letter the child pushed. After computer time is over, read the story. Later, send the story to your group's pen pal.
- Press each key on a row on the keyboard. See what funny things Mickey does.

Talking About the Activity

- What was the first thing that happened when Mickey woke up?
- Ask each other how you got Mickey to do what he's doing.
- What is the funniest thing that happened in the game?
- Has anybody been to a fair?

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- Tell a story about Mickey's trip.

Ideas for Expanding the Concepts

- Pretend everyone is a frog and have a race just like Mickey and his friends did at the fair.
- Look around and name objects, telling what letter the object starts with.
- Make a story about Mickey's adventure. Draw pictures for your story.
- Sing *Old MacDonald* using the animals Mickey saw at the fair.
- Talk about who has done something Mickey did. Has anybody eaten zucchini? Slept in a bed? Gone to a fair?

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Mickey's Colors and Shapes

In *Mickey's Colors and Shapes—The Dazzling Magic Show,* Mickey Mouse is a magician who helps children explore colors and shapes. Colors and shapes are used to help Mickey juggle, create pictures, and find animals hiding on the screen.

Act 1

By pressing color or shape keys, children help Mickey juggle shapes of different colors. Each time children press a key, Mickey adds an object to those he is juggling.

Act 2

As children press color or shape keys, Mickey Mouse creates a picture. From city blocks to playrooms, each backdrop provides an interesting setting for exploration and discovery.

Act 3

Children become junior detectives as they help Mickey find animals hiding behind objects on the screen. When a color or shape key is pressed, Mickey makes the corresponding object disappear so children can check and see if the animal is hiding there.

Moving Around

Starting the Program

Before starting the program, place the keyboard overlay (mask) on the keyboard. The **Go On** key should fit over the **Z** on the computer. Gently press the overlay (mask) down over the keys so the overlay will stay in place.

Selecting an Activity

When Minnie Mouse is on the stage and the list of activities is displayed, select an act by pressing the shape key assigned to the Act.

Act 1	○	(**E** key)	Juggling
Act 2	□	(**R** key)	Create a Picture
Act 3	△	(**T** key)	Hide and Seek Animal

Exiting an Activity

Press **Go On** (**Z**) from any activity to return to the list of activities.

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Using Special Keys and Features

- **Pausing the activity**

  Press the space bar to make the program pause. Don't leave the program paused for too long—it may burn the picture onto the screen.

  Starting the activity after pausing

  Press any key to begin the activity again.

- **Demo mode**

  If no key is pressed for three minutes, the activity enters demo mode. Mickey performs his magic tricks automatically.

  Starting an activity from demo mode

  Pressing a key while Mickey is in demo mode starts the activity in the current act. For example, if Mickey is juggling in Demo Mode, when a key is pressed, the activity resumes in Act I.

- **Going back to the list of activities**

  Press **Go On** (**Z**) or **ESC** from any activity to return to the list of activities. Press the key again to exit *Mickey's Colors and Shapes*.

Leaving the Program

Press **Go On** (**Z**) or **ESC** from any activity to return to the list of activities. Press **Go On** or **ESC** again to quit the activity.

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Act I—Juggling

Mickey Mouse juggles shapes based on the shape or color key children press. As Mickey adds objects to the items he is juggling, he says the item's color or shape. Act 1 is great for children who are beginning to explore colors and shapes.

Concepts to Reinforce

- Recognizing and identifying colors
- Recognizing and identifying shapes
- Recognizing and identifying objects
- Enhancing vocabulary

Tips for Reinforcing the Concepts

- Take turns pressing keys to tell Mickey what to juggle.
- Play the *Match Game*, telling Mickey to juggle a color or shape matching something children see in the room. For example, if Johnny has on a blue shirt, tell Mickey to juggle using the color that matches Johnny's shirt.
- When Mickey adds an object, look around the room and see if you can find something matching what Mickey is juggling.

Talking About the Activity

- Ask each other how you got Mickey to do what he's doing.
- Is there anything in our room that would be good to juggle?
- What is the funniest thing that happened?
- Has anybody been to the circus? Did anybody there juggle?
- What is your favorite color? Shape?

Ideas for Expanding the Concepts

- Try juggling with Styrofoam balls or whiffle balls.
- Look at pictures of clowns juggling—talk about colors and shapes on and around the clown.
- Take a color walk. Name everything you see that is a certain color.
- Take a shape walk. Name everything you see that is a certain shape.

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Act II—Creating a Picture

Making pictures with Mickey Mouse is great fun. After choosing a setting for the picture (playroom, countryside, city, railroad), children press shape and color keys to make Mickey add objects to the picture. Scenes are changed by pressing the **New** key (**A**) (the page with a turned down corner). When children are finished, they can print their creations.

Concepts to Reinforce

- Recognizing and identifying colors
- Recognizing and identifying shapes
- Recognizing objects
- Expressing creativity
- Expanding vocabulary

Tips for Reinforcing the Concepts

- Tell a story about the picture. Use color names and shape names to describe the objects in the picture.
- To the tune of *Old Mac Donald*, sing *Old **Mickey** Donald* based on the picture the children are creating.
- Can you find something already in the picture that is the color or shape you are about to choose? What is it?
- Compare scenes. For example, in the playroom scene, press red. After Mickey adds an object, see if anyone remembers what was red in the railroad scene.

Talking About the Activity

- Ask each other how you got Mickey to put certain objects in the picture.
- Talk about the shapes that apply to the objects on the screen (i.e., the football is oval).
- Talk about the different shapes the objects could be (the fish tank could be square or a circle).
- Has anybody ever seen a train? Where?
- Did Mickey use anything in the pictures that someone has at home?

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Ideas for Expanding the Concepts

- Make a picture book about the story.
- Take a shape or color walk.
- Sing *I've Been Working on the Railroad.*
- Make collages, then talk about the colors in the collages.

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Act III—Hide and Seek Animals

It's loads of fun playing detective with Mickey. When Mickey Mouse pulls an animal out of his hat, the animal runs away and hides inside a picture. Children help Mickey find the animal by pressing color and shape keys to tell Mickey where to look. When children find the animal, it jumps back into Mickey's hat for the next magic show.

Concepts to Reinforce

- Identifying and recognizing colors
- Identifying and recognizing shapes
- Thinking analytically
- Solving problems

Tips for Reinforcing the Concepts

- Discuss the color and shape of the objects the animal is hiding behind. Could that object be another color?
- Try to guess where the animal will hide next. Use colors and shapes to describe the hiding place. For instance, "I think he will hide behind the green tree next."
- Talk about why the child looked for the animal in a certain place.

Talking About the Activity

- Was it hard to find the animal?
- Have you ever seen one of the animals that hid from Mickey?
- Are there any books or stories you like about the animal that was hiding (i.e. *Clifford the Big Red Dog* or *The Runaway Bunny*)?
- What happened when the animal wasn't where Mickey looked?
- What is Mickey's magic word?

Ideas for Expanding the Concepts

- Make up your own magic words.
- Make animals out of cardboard and hide them behind colors and shapes in the classroom.

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- Let the group draw pictures. Point out the colors and shapes of the different objects in the picture.
- Read a book. Talk about the colors on each page.

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Millie's Math House

Millie's Math House has six activities to enhance children's experience with numbers, patterns and attributes (i.e., shape and size). As children create bugs and build mouse houses, they develop counting, early reasoning and problem solving skills.

Bing & Boing

Patterns can be found everywhere from nursery rhymes to patterns on wall paper. *Bing & Boing* combines music and pictures to let children experiment with the world of patterns.

Build-A-Bug

How many eyes do I have? How many ears? Children ask this kind of question as they begin to discover their bodies. What would I look like with six eyes or five feet? *Build-A-Bug* lets children explore these questions with bugs instead of people. At the same time, counting, numbers, and the relationship of parts to a whole are reinforced.

Cookie Factory

As children grow and the world changes, problem-solving capabilities become more important. Making cookies at the *Cookie Factory* fosters problem-solving skills. It also reinforces counting and pattern recognition skills.

Little, Middle, Big

What size are you? What is Big? While giving shoes to three different sized characters, children develop a concept of size.

Mouse House

Every mouse needs a house of it's own. In this activity, children explore shapes, sizes and blocks as they build creations with Mr. Mouse.

Number Machine

Learning to count is an exciting and powerful experience for a child. As the number machine counts different characters, it reinforces counting skills and begins building the association between numbers and quantity.

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Moving Around

Selecting an Activity

Once inside *Millie's Math House*, the mouse is used to select one of the five activities. When pointing the mouse at the picture for the activity to start (i.e., the mice for Mouse House), simply click the mouse button.

Changing From Explore & Discover to Question & Answer Mode

Each activity starts in Explore & Discover mode. In this mode, there are no right or wrong answers. On the other hand, Question & Answer mode allows children to test their new found knowledge in a safe environment. Friendly characters ask questions. If an incorrect response is given, the character says what was answered and asks the question again. After a few incorrect answers, the characters help lead the child to the correct answer.

To change to Question & Answer mode, click on the framed picture (the picture in each room is different). A character then jumps out of the picture frame and starts asking questions. To go back to Explore & Discover mode, click on the empty frame.

Printing

Creations can be printed in *Mouse House* and *Build-A-Bug*. Simply click on the printer and let 'er go! Be careful, though. If a key is touched or the mouse is clicked while the picture is printing, the computer stops printing—only part of the picture comes out!

Exiting an Activity

To exit an activity, click on the icon of *Millie* in the lower left corner of the screen.

Using Special Keys and Features

In *Millie's Math House*, enter adult mode to choose special options related to the game. Theme music, the ability to use the printer, and the option to leave the program can all be turned off. Adult mode is entered by pressing these three keys at the same time: **CTRL ALT A** (DOS/Windows) or **Option Command A** (Mac).
To leave adult mode, do one of the following:

Action	Result
Choose Quit From File Menu (Mac only)	Exits *Millie's Math House*
Click Quit (DOS/Windows only)	Exits *Millie's Math House*
Click Play on 1st page of notebook	Returns to Millie's main room
Turn to the page for an activity & click Play	Exits to a specific activity

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Leaving the Program

To leave *Millie's Math House*, click on the Stop Sign in the lower left corner of the main room in Millie's house. If the stop sign has been turned off, type **Command Q** (Mac) or **ALT Q** (DOS/Windows).

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Bing & Boing

Patterns and repetition help children organize and interpret their world. Patterns also show how objects relate to each other. Bing and Boing help children discover, create, and complete visual and auditory patterns.

Concepts to Reinforce

- Recognizing patterns
- Associating parts with a whole object
- Completing patterns

Tips for Reinforcing the Concepts

- Allow each child to click on each object in *Bing & Boing* and repeat the sound it makes.
- Ask each child to find the dog, duck, pig, or circle (reinforcing object recognition).
- Let the group play in Question & Answer mode. See if the children can repeat the patterns aloud.

Talking About the Activity

- What was your favorite sound?
- What was your favorite pattern?
- If you were the moon, what sound would you make?
- What shape is the moon?
- What kind of pattern does your favorite song have?

Ideas for Expanding the Concepts

- Create musical pattern using body parts (i.e., clapping hands, tapping feet, then slapping legs).
- Play patty-cake.
- Let each child be the sound of either a dog, cat, or pig. As the conductor, point to each child to create songs.
- Play a tape or record of a popular tune on the radio and teach the group a very simple line dance to the tune (a line dance is a series of repeated steps).

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- Using objects in the room, create a band. Discover the sound each object makes by tapping on it. Then let the children write a song using their new instruments.

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Build-A-Bug

Children have many accessories that can help them with numbers. Eyes, ears, fingers, and toes all come in handy when it is time to count. *Build-A-Bug* allows children to explore numbers and the body parts on a bug at the same time. What would a bug look like with six ears or with three eyes?

Concepts to Reinforce

- Recognizing numerals
- Associating numbers with quantities
- Associating parts with a whole object
- Expressing creativity

Tips for Reinforcing the Concepts

- Point to each body part for the bug and decide where each of those parts belongs on each child.
- Practice counting by counting fingers.
- Using the click and drag feature, allow the children to rearrange body parts. For instance, move the ears to where the eyes belong and move the eyes onto the stomach.
- Create different kinds of bugs—happy bugs, sad bugs, scary bugs.
- Print several creations to decorate the room.

Talking About the Activity

- What would it be like if our eyes were on top of our head or if our feet were on our hands?
- Have you ever seen a real bug with more than two feet or two eyes?
- Is it necessary for us to have two eyes? How does it help to have two eyes, two feet, ten fingers?
- What is the highest number you can count to?
- If you could think of another body part that you would like to have, what would it be? Where would it be? How many would you have?

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Ideas for Expanding the Concepts

- Allow each child to take off their shoes and socks and count their toes.
- Call out a number and let the children find that many items. For example, two crayons, two pieces of paper, two shoes.
- Count body parts. For example, how many heads does our group have? How many hands? How many eyes?
- Group the children in different sized sets (two, three, four). Have each group count how many children are in their group like a numbers roll call.

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Cookie Factory

The *Cookie Factory* combines two of a child's favorite things—counting and cookies! In the *Cookie Factory*, children use a funny machine to bake cookies. In Question & Answer mode, Harley the horse asks for a specific number of jelly beans on his cookie. If the child cooks what Harley wants, Harley eats the cookie. Otherwise, Froggy the frog gets the cookie!

Concepts to Reinforce

- Recognizing numbers
- Associating numerals with quantities
- Solving problems
- Understanding sequencing of events

Tips for Reinforcing the Concepts

- Allow each child to independently explore (click on) each component of the Cookie Factory to discover its action.
- Point to each number slot below the conveyor belt and practice reciting the numbers one through ten. Next, point to the numbers at random and see if the children can name the number.
- Ask each child to bake a cookie with one jelly bean for each birthday they have had.
- Looking at the number in the top left of the Factory, ask each child to match that number below the conveyor belt.
- Click on the framed picture of Harley and play in Question & Answer mode.

Talking About the Activity

- Have you ever baked cookies at home?
- What is your favorite kind of cookie?
- Does your favorite kind of cookie have things to count in it?
- Have you ever seen a horse or a frog eat a cookie?
- What is the best number of jelly beans to put on a cookie? Why?
- What was your favorite part of the conveyor belt?

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Ideas for Expanding the Concepts

- Using construction paper, cut out cookies of one color. Paste on jelly beans of another color.
- Ask each child to draw ten dots anywhere on a piece of paper, then play Dot-To-Dot.
- Divide the children into three groups. Ask each group to find six of the following: crayons, round objects, and chairs. Discuss that although the objects all have different shapes, colors and sizes, each group still has six objects. Repeat this activity with other numbers.
- Play a card game with the numbers one through ten. Hold up a card and ask the children to call out the number. Then let the children hop in place the appropriate number of times.

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Little, Middle, & Big

Three characters named Little, Middle, and Big need shoes. The children get to help pick shoes that will fit. There are nine pairs of shoes to choose from, with three characters to put them on!

Concepts to Reinforce

- Comparing sizes
- Identifying sizes
- Detecting same and different in sizes
- Expanding vocabulary of size words

Tips for Reinforcing the Concepts

- Call out the words Little, Middle, and Big and have the group point to the different sized shoes and critters.
- Ask the children to identify different types of shoes. For example, ask for boots, tennis shoes, slippers. Talk about when each shoe might be used.
- Even though the little shoes won't fit on the big critter, discuss why a little critter could put on a pair of big or middle shoes.
- Click on the spider to enter Question & Answer mode.

Talking About the Activity

- Have you ever tried to walk around the house in your parents' shoes? Is it hard to do?
- What is the biggest thing in your room? What is the biggest thing in your house?
- Who is the biggest and smallest person in your family?
- Would you rather be Little, Middle or Big? Why?

Ideas for Expanding the Concepts

- One by one, have each child point to something in the room that is Little, Middle or Big.
- Have each child take off his or her shoes and toss them into a big pile. Try to match them up again and have each child put on someone else shoes (make

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sure everyone is wearing socks). Discuss the fact that although everyone is little, the shoes still feel funny. Discuss how little can have different sizes.

- Have each child take off one shoe and trace it on a piece of paper. Put the shoe back on. Let the children find something in the room that is the same size as the picture of their shoe. Then have them find something bigger and smaller.
- Discuss that big and small can also mean short and tall. Tell the children to form a line with the tallest person in the front and the shortest person in the back. Then reverse it.

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Mouse House

In the Mouse House, children use small, medium and large geometric shapes to build things. Children can follow blueprints or create their own structure. In Question & Answer mode, they match shapes to build a mouse house, a big house and many other objects. Creations can be printed in this activity.

Concepts to Reinforce

- Recognizing shapes
- Discriminating between sizes of the same shape
- Expressing creativity
- Associating parts with a whole object

Tips for Reinforcing the Concepts

- In Explore & Discover mode, allow each child to click on each shape (do not drag yet) and hear the name and size for each shape.
- Click on the empty blueprint in the top right side of the screen. Let each child drag an object to the building area, making a group creation.
- Using the empty blueprint again, allow the children to build their own structures.
- Click on the simple house blueprint (the easiest objects to build). Recreate the object by clicking and dragging the shapes needed to complete the picture.
- Enter Question & Answer mode and follow the mouse's directions.

Talking About the Activity

- What is your favorite shape? Why?
- What do you like to build?
- Do you have different shapes about you, like your head? Your feet?

Ideas for Expanding the Concepts

- Using Lincoln Logs, blocks or Tupperware, allow each child playtime to build a house.
- In an open area, let the children form human shapes on the floor. Four children could lay down to make a square, three to make a triangle.
- Using your hands and fingers, help the group form shapes with their hands.

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- Play *Twenty Questions* with shapes (i.e., "I'm thinking of a rectangular thing that you would find in a kitchen.") Take turns being the leader.

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Number Machine

Learning to count is a wonderful accomplishment for children. The *Number Machine* helps children associate written numbers with the sound of the word and the correct quantity of objects for the number.

Concepts to Reinforce

- Recognizing numerals
- Counting
- Associating numbers with quantity

Tips for Reinforcing the Concepts

- Let children randomly click on numbers on the *Number Machine* and watch the objects pop out of the drawer.
- Let the children call out numbers for you to find on the *Number Machine*.
- Point to different numbers on the *Number Machine* and call out the name of that number.
- Hold up some fingers, count them with the children, then click on the appropriate number on the *Number Machine*.
- Click on the framed picture of the worm and let the children help you respond to the questions.

Talking About the Activity

- How many brothers and/or sisters do you have? How many people are in your family?
- How many pets do you have?
- If you could have any of the critters we saw in the *Number Machine* as a pet, which one would it be?
- Did you like finding the numbers in Question & Answer mode better than clicking on any number that you want?
- What is your favorite thing to count?

Tips for Expanding the Concepts

- Using a shoe box, let the children make their own number machine.

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- Weather permitting, go outside and let children gather sets of leaves, sticks, stones, etc. and create number sets of their own.
- Play *Simon Says* with numbers. For example, "Simon says to hop three times; Simon says to turn around four times."
- Sing a version of *99 Bottles of Pop on the Wall* with objects drawn on a paper. For example, "Ten silly snakes on the paper, ten silly snakes, take one down, pass it around, nine silly snakes...." This is even more fun if you can hang pictures of silly snakes on the wall, take them down, and pass them around to the children as you sing.

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The Playroom

Since animated objects fill *The Playroom*, the surprises never end. The *Clock, Computer, Mixed-Up Toy, Mousehole, ABC Book* and *Spinner Toy* come to life and reveal activities hidden inside *The Playroom*. In addition to the hidden activities, children have fun exploring the playroom itself. Click on the blocks, the safety signs, or under the bed to start on the adventure.

The ABC Book

In the *ABC Book*, children choose one of three story boards (fantasy, neighborhood, farm) as a backdrop for their creation. People, animals and other objects are added to the backdrop by selecting letter keys.

The Clock

As children click on different hours on the clock, they see what Pepper Mouse does at that time of day. This fun activity is a great way to start learning about time of day and the activities that occur throughout the day.

The Computer

Choose a letter from the computer keyboard and it appears on the computer screen. As children click on letters, they can see the difference between upper and lower case letters. Beginning reading skills are fostered as children work with Pepper Mouse to spell out the names of gifts.

The Mixed-Up Toy

This zany activity is a great way to express creativity and explore the concept of same and different. Children make toys by changing the head, torso, and legs of an existing toy. When children look at each other's creations, they enjoy looking for things that are the same and different.

The Mousehole

The Mousehole in *The Playroom* hides a neat counting game. The first board is for children who can count to four; the second is for children who can count to six; the third is for children who can count to nine. Children can play with the computer or another child. The winner is the first person to make it to the winner's square!

The Spinner Toy

Learn more about counting with the *Spinner Toy*. Choose a number on the right-hand dial and a picture on the left-hand dial, then watch the *Spinner Toy* go to work. Choose six on the right and balloon on the left and see six balloons appear in the picture.

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Moving Around

Selecting an Activity

Once inside *The Playroom*, use the mouse to select objects. Some objects are silly and entertaining, like the fish bowl; others lead to another screen for more activities. Sit long enough and *The Playroom* comes to life on its own.

Changing From Explore & Discover to Question & Answer

The *Computer Game* and the *Spinner Toy* have both Explore & Discover and Question & Answer mode. Explore & Discover allows children to experiment with different options within the activity—there are no right or wrong answers in this mode. In Question & Answer mode, children are asked to answer a question. The activities are structured to lead children to the right answer when necessary.

If Pepper Mouse is asleep on the screen, the activity is in Explore & Discover mode. To move to Question & Answer mode, click on Pepper Mouse to wake him up. To go back to Explore & Discover mode, click on Pepper Mouse to put him back to sleep. For Apple II's, use the **Spacebar** to wake up Pepper.

Exiting an Activity

Exiting an activity is easy. In the corner of the screen there is a picture of the previous screen. Click on the small screen to exit any activity. Pressing **ESC** also exits an activity.

Using Special Keys and Features

Several keys perform special functions in *The Playroom*. The following table describes the action that occurs when a special key is pressed.

DOS and Windows:

Key	Action
Arrow Keys	Move the cursor (hold down the shift key for faster cursor movement)
ESC	Return to *The Playroom* main screen
Alt-H or F1	Brings up Help
Alt-O	Shows Options/Preferences menu
Alt-P	Toggles printing on and off
Alt-Q	Quits *The Backyard*
Alt-S	Toggles sound on and off

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Macintosh/Apple:

Key	Action
Arrow Keys	Move the cursor (hold down the shift key for faster cursor movement)
ESC	Return to *The Playroom* main screen
Control-H	Brings up Help
Control-P	Toggles printing on and off
Control-Q	Quits *The Backyard*
CONTROL	Holding down the Control key speeds up animation
Shift-?	Brings up Help (Apple)
Command-?	Brings up Help (Mac)
TAB	Moves the cursor to game control panel (Apple)

Options

Pressing **ALT-O** (DOS/Windows) or clicking on the **OPTIONS** Menu (Mac) allows you to change the following options:

- Sound: Turn it on or off.
- Mouse dragging style: Choose how to drag objects. You can either click and hold down the mouse button to drag objects or click and release the mouse button to drag objects.
- Graphic detail: High detail (slower) or low detail (faster).

Printing

The print dialogue box is accessed by pressing **ALT-P** (DOS/Windows) or Control-P (Apple/Mac) wherever printing is possible.

Getting Help

To get more information on how to play a particular game, press **ALT-H** or **F1** (DOS/Windows), **Shift-?** (Apple), or **Command-?** (Mac).

Leaving the Program

Back out of any activity by pressing **ESC** or clicking on the inset window. Press **Alt-Q** (DOS/Windows) or **Control-Q** (Mac/Apple) to quit the program. If this returns to *The Playworld*, press **Alt-Q** or **Control-Q** again to exit.

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The ABC Book

The *ABC Book* allows children to take a wonderful journey into the land of imagination. As they create pictures on one of three story boards (fantasy, neighborhood, farm), children experience fun and adventure with unicorns, princesses, horses, and fire fighters.

Concepts to Reinforce

- Developing hand-eye coordination
- Recognizing upper and lower case letters
- Expressing creativity
- Associating pictures with words
- Expanding vocabulary

Tips for Reinforcing the Concepts

- As each object is placed in the picture, help the children add the object to a story. The story will get longer and longer as each image is picked.
- Discuss what objects may have to do with the story. For example, would a raven be swimming in the river or flying in the sky?
- Change the picture by clicking on the page turner in the lower left side of the screen. Discuss the new scene and what each child would like to do there.
- Allow each child to clean up the picture and start again by clicking on the trash truck.
- Once the picture is complete, print it out by clicking on the printer icon.
- Select objects with both upper and lower case letters.

Talking About the Activity

- What was your favorite scene?
- Do you clean up your room like we cleaned up the picture?
- If you could turn into one of the objects we saw today, which one would it be?
- If you could make your own scene, what would it be?
- When you aren't here, where is your favorite place to go?

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Ideas for Reinforcing the Concepts

- Collect several objects from the room and set them on a table. As a group, take each object and build a story around it. After the story is done, let each child draw a picture of the scene.
- Cut a picture out of a magazine and make up a story about it.
- Read an alphabet book, then make up a story using one item from each page of the book.

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The Clock

The Clock activity is useful for a number of learning activities: associating activities with a time of day; counting the number of chirps for each hour on the clock; learning to read a digital as well as a standard clock face; learning to recognize time in words; and learning the difference between AM and PM.

Concepts to Reinforce

- Understanding time
- Recognizing the difference between AM and PM
- Counting

Tips for Reinforcing the Concepts

- Change the time by selecting a number on the cuckoo clock. Explain how the minute hand circles the entire clock while the hour hand moves only from one number to the next.
- For a surprise time, click on the inside clock face and watch the hands of the clock spin! Count along with the cuckoo for each hour.
- After selecting an hour on the clock, click on the cityscape to see what happens. For instance, the difference between eight in the morning when Pepper is brushing his teeth and the sun is rising to eight at night when Pepper is taking his bath and the sky is dark.
- For each hour that you pick on the clock, review the digital clock as well as the spelling of each hour.
- Select each hour on the clock and discuss the different activity for that time of day. Ask each child what they do at that time of day.

Talking About the Activity

- What is your favorite time of day?
- What is your least favorite time of day?
- Do you have a clock in your house?
- Do you know what time of day you were born?
- What time do you have to go to bed at night?
- What time do we do things at school?

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Ideas for Expanding the Concepts

- Pick a time of day and discuss common activities each child does at that time. For instance, in the morning they may brush their teeth, eat breakfast, or get dressed. Let each child pick a time of day and list activities.
- At the beginning of each day, let a child pick an hour during the school day to set an alarm clock in the classroom. When the alarm goes off, play a game.
- Draw a big clock-face on the board. Make cards with daily activities and let each child stick a card on the appropriate time.

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The Computer

The Computer activity helps children begin reading and spelling small words. It also familiarizes children with the computer keyboard. Upper and lower case letters are used to type letters and spell words. The activity has both Explore & Discover and Question & Answer mode.

In Explore & Discover mode, click on any key and Pepper Mouse will name the letter. The slide on the left-hand side of the keyboard *on the screen* changes the letters on the keyboard from upper case to lower case.

In Question & Answer mode, Pepper Mouse helps children spell words. The slide on the right-hand side of the screen sets the level of difficulty. The bottom is the easiest level, the top is the most advanced. After choosing a word, the slide on the right side of the keyboard *on the screen* sets how many keys on the keyboard children look through to find the proper letter. The far left setting shows four keys; the middle setting shows the entire row with the proper key in it; the far right setting shows the entire keyboard. After the word is spelled, Pepper Mouse pronounces the word, sounds it out phonetically, then pronounces the word again.

Concepts to Reinforce

- Understanding upper and lower case letters
- Locating letters on the keyboard
- Recognizing and identifying letters
- Expanding vocabulary

Tips for Reinforcing the Concepts

- Wake Pepper up by clicking on him. Click on a word to spell in upper case letters. After finding all the correct letters, switch the keyboard to lower case letters by clicking on the abc key (lower left side of the computer on the screen). Discuss how upper and lower case letters look different but they are really the same.
- Change the selection of gifts Pepper shows by clicking on the switch at the right of the monitor. Let each child take turns spelling a word.
- Put Pepper to sleep by clicking on him. Write each child's name on a piece of paper and help each child find the letters of their name on the keyboard. Try this in upper and lower case letters.
- Let each child pick a favorite word. Write the word down and help the child find the letters on the keyboard.

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Talking About the Activity

- What was your favorite word to spell?
- What was the silliest picture you saw?
- Do you think Pepper is a smart mouse?
- Would you rather spell words in upper or lower case letters?

Ideas for Expanding the Concepts

- Help each child spell the names of their family and find each name on the computer keyboard.
- As a group, make a list of favorite things; candy, movies, holidays, etc. and spell each one on the computer.
- Click on Pepper to put him to sleep. Find each letter of the alphabet in upper case, then help each child find the same letters in lower case. Switch cases by clicking on the ABC/abc key in the corner of the computer.

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Mixed-Up Toy

The *Mixed-Up Toy* encourages creativity and early development of analytical skills. As they manipulate each part of the toy (head, torso, and legs), children associate parts with a whole and have fun inventing wacky toys.

Concepts to Reinforce

- Associating parts with the whole object
- Improving hand-eye coordination
- Developing memory
- Expressing creativity
- Determining same and different
- Thinking analytically

Tips for Reinforcing the Concepts

- Click on the **?** icon in the corner of the screen. Let children pick a toy part and find the other parts that match.
- Make a list of all of the matched up toys. Let each child choose a toy then search each toy part to complete the picture.
- Once a picture is complete, print it out and discuss each toy part; head, torso and legs. Encourage each child to describe their body parts.
- Let each child make a silly toy. When it is complete, print it out. Look at each child's toy. See if anything is the same in any of the toys.
- With the pictures printed above, see what is different about each toy.

Talking About the Activity

- What was your favorite toy?
- Would you rather have a mixed up toy or a toy that matches?
- Do all your body parts match?
- If you could be a toy, what would you be?

Ideas for Expanding the Concepts

- Choose three toys in the room and imagine what they would look like if they were combined in a mixed-up toy.

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- Have each child take off their shoes and throw them into a pile. Let the children take turns matching each pair of shoes.
- Talk about what children would look like if they had each other's head or legs. If possible, take individual pictures, cut them up, and create mixed-up kids.

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The Mousehole

The Mousehole enhances mathematical skills by letting children count forward, backward, add and subtract. The goal is to be the first one to reach the end of the game board. If children land on a white circle, they bounce forward. If children land on a black circle, they bounce back.

The Mousehole game has three levels of difficulty—the level is determined by the board children choose after entering the mousehole. The left board uses numbers 1 through 4, the middle board uses 1 through 6, the right board uses 1 through 9.

Concepts to Reinforce

- Understanding forward and backward
- Recognizing larger and smaller numbers
- Taking turns
- Thinking strategically

Tips for Reinforcing the Concepts

- Before the game begins, help the children count the number of squares on the game board.
- Before the game begins, draw pictures of dice on a paper and write down the associated number. As children choose a die in the game, find the corresponding number on the paper.
- While each turn is being taken, count aloud with the children as the players hop along the game board.

Talking About the Activity

- Did you have fun even if you did not win? Was the winner nice?
- Have you ever walked backward? Did it make you dizzy?
- Have you ever played with dice at home?
- What other things do you have to take turns doing?

Ideas for Expanding the Concepts

- Play *Mother May I* using numbers and the words backwards and forwards.
- Give each child a die and help them find all the numbers.

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- Have children stand in a line with their hand on the shoulders of the person in front of them. Instruct them to take three steps forward, then three steps back. Practice one through six steps.

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The Spinner Toy

The *Spinner Toy* is helpful in expanding counting and number recognition skills. In Explore and Discover Mode, children choose an object and a number—the *Spinner Toy* then counts out the number selected.

In Question and Answer mode, Pepper Mouse asks children to count the objects and show the proper number on the spinner. The level of difficulty is set by adjusting the slide on the lower right side of the Spinner Toy. The lowest setting uses the numbers 1 through 3; the next setting expands to 6; then 9; and, finally, 12.

Concepts to Reinforce

- Counting (1–12)
- Associating written numerals with spoken numbers
- Associating numbers with quantity
- Recognizing and identifying numbers

Tips for Reinforcing the Concepts

- In Explore & Discover mode, select a number. Take turns changing the object on the spinner, but leave the number the same.
- Look for numbers on signs, books, or posters in the room. Take turns setting the spinner to that number.
- Take turns letting children pick a number or an object. Set the spinner toy to count accordingly.
- Have each child say how old he his and what his favorite item on the *Spinner Toy* is. Set the *Spinner Toy* to the number and item selected by the child. Count out loud with the toy as it counts.

Talking About the Activity

- What is your favorite number?
- How many people are in our group?
- How high can you count?
- Can the *Spinner Toy* count higher than we can count on our fingers?

Ideas for Expanding the Concepts

- Sit in a circle with your group. Hold up a number (or say the number), and

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have children stand up one at a time as you count to the number. Have everyone sit down, select a new number, and start over again.

- Play *Mother May I*, using numbers and funny steps. (Take 2 steps forward, take 5 baby steps, take 12 GIANT steps). Count out loud as each step is taken.
- Take a nature walk, looking for things to count (leaves, bricks, lines in the sidewalk, trees, flowers).

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Putt-Putt Joins the Parade

Putt-Putt Joins the Parade is an adventure in problem solving for children and adults. Putt-Putt is a purple car who wants to be in the pet parade. To do so, he must find a balloon and a pet. He must also get a car wash. Children listen to instructions and look for clues as they help Putt-Putt join the parade. These hidden activities make Putt-Putt's efforts to join the parade even more fun:

Peg Box Maze

As children flip switches to create paths for balls to go down, they experiment with direction, angles, and motion.

Puppet Theater

A dog, cat, duck, and rabbit tell funny jokes in the puppet theater. Children of all ages appreciate the humor and word play in this activity.

Rubik's Picture Cube

Unscrambling pictures from fairy tales and nursery rhymes is enjoyable, entertaining and challenging. Children must observe details to successfully solve these puzzles.

Moving Around

Selecting an Activity

To move from one location to another, move the mouse or cursor until a large yellow arrow appears on the screen. Click the mouse and Putt-Putt drives somewhere else. To start an activity, click on the hot spot for the activity. The hot spots for all three activities are in the toy store.

Getting Help

Click on Putt-Putt, Rocky the fire engine, or items in Putt-Putt's glovebox for help.

Special Keys and Features

DOS/Windows:

Key	Action
CTRL-C	Exit the game
Spacebar	Pause the game (F8 restarts the game)
[	Lower music volume
]	Raise music volume

Macintosh:

Key	Action
Alt F4	Exit the game
Spacebar	Pause the game (F8 restarts the game)

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Leaving the Program

Press **ALT F4** (Mac), or **CTRL C** (DOS/Windows) to leave the program.

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Putt-Putt Joins the Parade—Activity

Putt-Putt Joins the Parade is an exciting adventure for children. Although it's tempting, don't help children find the secrets—this is a great way for them to develop problem solving skills. Each time children play Putt-Putt, they will come closer to solving the puzzle. New discoveries will be discussed and strategies developed as children help Putt-Putt on his way.

Concepts to Reinforce

- Solving problems
- Developing hand-eye coordination
- Developing confidence and self-esteem
- Thinking strategically
- Recognizing objects

Tips for Reinforcing the Concepts

- Show the children how the mouse works, then let them play on their own.
- Point to different parts of Putt-Putt and ask what they are.
- Encourage the children to click on objects on the screen and see if anything happens.
- Call out an item in the picture and ask the children to click on it.

Talking About the Activity

- Have you ever been to a parade?
- Have you ever been in a parade? What were you?
- What was your favorite thing about *Putt-Putt Joins the Parade*?
- Have you ever helped anyone mow the grass?
- Do you have a pet at home?
- Have you ever been in a car at the car wash? Was it scary or fun?

Ideas for Expanding the Concepts

- Choose a theme for a parade. Make simple costumes and have a parade.
- Using fake money, select some tasks that need to be done in the room

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(straightening chairs, putting games away, etc.). Let the children do the chores to earn money.

- Set up a "Kids Corner Market" selling items such as paper, pencils, games, and stuffed animals. Allow each child to be the storekeeper.

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Peg Box Maze

Whether children let one ball or ten balls through the maze at a time, they enjoy exploring the relationship between angles, bounces, and direction. After a few experiments in the peg box, many children begin predicting behavior and testing their predictions. In addition to being fun, this is a great activity for developing early geometric reasoning. The peg box maze is found on the shelf in the toy store.

Concepts to Reinforce

- Developing hand-eye coordination
- Thinking strategically

Tips for Reinforcing the Concepts

- Ask children to predict how the ball will go through the maze.
- As children make mazes, give them simple directions. For example, try to make the balls roll all the way to the end of the second row.

Talking About the Activity

- Has anyone ever played a game like the maze box? Where?
- Did the balls bounce where you thought they would go?
- Was it hard to follow the balls as they went through the maze?
- Can you make a noise like the balls did?

Ideas for Expanding the Concepts

- Use popsicle sticks, small balls, and shoe boxes to make your own mazes.
- Make a maze in a sandbox and take turns walking through it.

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Puppet Theater

Appreciating humor and developing good listening skills are important aspects of a child's social development. The puppet theater is a wonderful way to have fun and develop critical social skills at the same time. As children listen to the jokes and interaction between the puppets, their understanding of the social environment increases.

Concepts to Reinforce

- Enhancing social skills
- Increasing listening skills
- Developing confidence and self-esteem

Tips for Reinforcing the Concepts

- Help the children understand the jokes.
- Let the children repeat the jokes to each other.

Talking About the Activity

- What was your favorite joke in the puppet theater?
- Why did you like that joke?
- Do you know any other jokes?

Ideas for Expanding the Concepts

- Go outside, sit on a big blanket, and take turns telling jokes. Enjoy the outlandish jokes the children make up.
- Read a book of jokes. Talk about why the jokes are funny.
- Draw funny pictures. Discuss the pictures.

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Rubik's Picture Cube

Little Miss Muffet, Little Red Riding Hood, and Jack and the Beanstalk are all mixed up in this activity! As children try to unscramble picture puzzles, they call on their powers of observation to help determine whether a piece fits or not. When the picture is finally unscrambled, a short fanfare is heard.

Concepts to Reinforce

- Associating parts with a whole
- Thinking strategically

Tips for Reinforcing the Concepts

- Look at the puzzle and discuss which fairy tales are represented in the picture.
- Ask children which fairy tale picture they are going to solve.
- Click on puzzle pieces to see what other fairy tales might be in the puzzle.

Talking About the Activity

- Can you tell a story about the fairy tale picture you made?
- Did you have a hard time finding all of the pieces?
- What is your favorite fairy tale?

Ideas for Expanding the Concepts

- Choose a fairy tale to act out. Put on a class play.
- Cut large pictures into pieces, then reassemble the pictures.
- Listen to *Peter and the Wolf.*

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Reader Rabbit 1

Children enjoy learning about words as they take a trip through the Word Factory with *Reader Rabbit*. Newfangled machines and games help children sort words, label pictures, and load words on trains going to magical places.

The Labeler Game

The labeling machine helps children match letters with words and pictures. There are different boxes for each letter in the word. Letters are chosen from each box to create the labels.

Matchup Games

Match pictures, words, or letters in a memory game. There are six games for children to play. The games are progressively harder.

The Sorter Game

As words come onto the conveyor belt, children decide whether the words have letters matching the word shown on the Sorter Machine. If the words do not match, they go in the trash.

The Word Train Game

Children fill a train with words that have two letters that match the last word on the train. Words are loaded until the train is full.

Moving Around

Starting the Game

In the deluxe version of *Reader Rabbit*, children must sign in before starting the game. If their name is already on the list, click on the name then click on **Play**. If their name is not on the list, add the name to the Sign-In screen by clicking the letters to spell the name, then clicking **Play**. To remove a name from the list, click on the name to be removed. Then click on **Delete Name**.

Selecting an Activity

Click on the picture or words representing the activity to start. Once inside the activity, the mouse must be clicked to start the activity.

Exiting an Activity

Return to the main menu by pressing **ESC**.

Getting Help

Click on or press **F1**. Help information will appear. To read more pages, click on **Next Page**. Click on **Done** after reading the last page. In the CD-ROM version, click on Matilda for help (and other options).

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Special Keys and Features

Key	Action
F1	Displays instructions to help use the game.
ENTER	Starts a game. Clears away an old game.
S	Turns sound (and music) on or off.
ESC	Returns to the main menu. Also, returns to a game from help/options.
F3	Shows choice screens in the *Sorter*, *Labeler*, and *Matchup* games.

Leaving the Program

To leave the program, click on or press **ESC**. A message box appears asking whether you want to leave the program. Click on **Yes** to exit or **No** to continue working with *Reader Rabbit*.

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Labeler Game

The Labeler Machine shows three pictures that need labels. At the beginning of the game, children see the correct word for each label. After the words disappear, the game begins. Children use groups of letters to fill each label. The first group of letters holds the first letter for each label. The second group holds middle letters. The third group holds the last letter for each label. When all the letters are filled in, the labels spell the words for the pictures.

The set of pictures can be changed before the game starts. To do this, click on or press **F3**. Click the mouse on the picture set to be used.

When the labeler first starts, children should study the pictures and their labels. When they are ready to start, they should press **ENTER** to start the activity. Children use the mouse to click on the letter they want to put under a picture. Next they move the mouse to the space for the letter and click the mouse to place the letter in the label.

Concepts to Reinforce

- Locating beginning, middle, and ending letters in consonant-vowel-consonant (C-V-C) words
- Developing early reading skills
- Associating pictures with words
- Expanding vocabulary

Tips for Reinforcing the Concepts

- As you select each word set, discuss other words that might belong in this set. For example, the kitchen might have a table or a stove.
- Is there anything in the room that might belong in this set? For example, are there any animals in the room?
- Sound out the letters as you place them in labels. When the pictures are all labeled, sound out the label.

Talking About the Activity

- What was your favorite picture set?
- Are there other picture sets you wish we could use?
- If you could be any letter at all, what would it be? Why?

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- Let's count the letters in our names.
- Do you think *Reader Rabbit* is smart?
- Would you like to be part of one of the picture sets? Which one?

Tips for Expanding the Concepts

- Point to different objects in the room. Make labels for the objects.
- Select twenty objects. Let the group make sets out of the objects. You might make sets of books, blue things, or games.
- Call out sets the children can divide into. Try sets with brown hair, red shirts, shoes with laces. Have fun thinking of different sets.

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Matchup Game

In the *Matchup Game*, children match different combinations of pictures, letters, and words. There are six ways to play the game:

1. Match a picture with a picture
2. Match a picture with a word
3. Match a picture with a beginning letter
4. Match a picture with a middle letter
5. Match a picture with an ending letter
6. Match a word with a word

The set of pictures can be changed before the game starts. To do this, click on or press **F3**. Click the mouse on the picture set to be used. When the main menu for the *Matchup Game* appears, select a game described above. Study the first screen, then press **ENTER** to begin the game.

Click on stickers to peel them back and see what is under them. When a match is uncovered, it disappears from the screen. Stickers that do not match are covered up again. Continue to peel away stickers, looking for matches until all matches are found. *Reader Rabbit* then walks across the screen and turns a somersault.

Concepts to Reinforce

- Associating pictures with words
- Recognizing relationships
- Developing memory and concentration
- Developing hand-eye coordination
- Expanding vocabulary

Tips for Reinforcing the Concepts

- At the first screen that displays the words and pictures, study each picture. Sound out the word that belongs to the picture, pointing out each letter as you sound it out.
- Talk about the picture in the middle of the top row (the cup in the containers set). Then discuss what is to the left of the picture, to the right, and below it. Do this for all the pictures.
- Write an object word on a piece of paper. Let the children point to the object on the screen.
- During the actual game, let the children call out what each object is.

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Talking About the Activity

- Have you ever ridden on a bus, plane or train? Were you scared?
- What was your favorite word set? Why?
- What is the first letter of your first name? Can we make up a word set of names with the same beginning letter?
- Which word set does Reader Rabbit belong in?

Tips for Expanding the Concepts

- Have everyone take their shoes off, toss them in a pile and mix them up. Look for ways to make sets out of the shoes (tennis shoes, red shoes, shoes with laces). Finally, make matches of all the pairs.
- Write every child's first name on two cards. Give each child a card with his/her name on it. Spread the other cards out on a table. Let each child find the match to his or her name.
- Write several three-letter words on the board. Ask the group which words have the same first letter, same second letter and then the same third letter. Guide the group with leading questions. For instance, "Does this word start with the letter P? What about this one?"
- Take turns letting the children find matches among themselves. For example, Sam may want to find another child with brown hair.

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Sorter Game

Finding five words that match a letter pattern is the object of the *Sorter Game*. Words that match go on the shelf, the rest go in the trash. After children start the game, a word is pushed out of the machine. If the letters in the word match the pattern, children put the word on the shelf. If the letters don't match, children let the word fall in the trash can.

The speed can be changed before the game begins. This is done by clicking on the speed number on the machine. One is the slowest speed.

The position of the letter to match can be changed by clicking on the new position in the pattern to match.

The letter to be matched can be changed by clicking on the letter position to be matched. After a box of letters appears, either click on or type the new letter to match.

Concepts to Reinforce

- Recognizing letters
- Locating beginning, middle, and ending letters in consonant-vowel-consonant (C-V-C) words
- Recognizing patterns
- Developing early reading skills
- Expanding vocabulary

Tips for Reinforcing the Concepts

- Before the game begins, explain the parts of the sorter machine. Don't forget the trash can, shelves, and speed numbers.
- Point out the spaces for letters on the words that come from the letter machine. Observe that there are three letters and three spaces for each word.
- Talk briefly about vowels and consonants. Discuss why the vowel is always the middle letter in this game.
- Discuss and sound out the matching letter. Think of words beginning with that letter.

Talking About the Activity

- What was your favorite letter pattern?

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- Was there a word you liked better than the other words?
- Have you ever put words in a trash can?
- What is your favorite letter? Why?
- What is the first letter in your name?

Ideas for Expanding the Concepts

- Pick a letter from the alphabet. List all the words you can think of that begin or end with that letter.
- Using the above list, find items that match the list. Make cards for these words, then play your own matching game.
- Create your own Letter Machine with paper and a trash can. Write words on pieces of paper. Call out the word on each card. If it is a word the group likes (ice cream, kites) pin it to the board; if it is a word the group doesn't like (rain, tears), put it in the trash can.
- Let the group list their favorite words. Write the list down and talk about the letters. For example, there is a **C** in candy and cake.

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Word Train Game

Children fill the word train with words and send it on a journey. The locomotive has a word in it. To fill the train, children select the word from the trucks (above the train) with two letters matching the word on the locomotive. This word is placed on the train. When the train is full, off it goes!

Click the mouse to start the activity. Find the word on the trucks that matches two of the letters in the word on the locomotive. Click on the word to put it on the train. If the word fits, it stays on the train. If the word does not fit, the train rolls away. Keep loading words until the train is full.

Concepts to Reinforce

- Recognizing letter patterns
- Solving problems
- Expanding vocabulary
- Developing early reading and spelling skills

Tips for Reinforcing the Concepts

- Discuss each word that appears in the trucks. For example, explain that fog is like clouds on the ground.
- When a word appears in a truck, try to find a matching item in the room.
- Discuss the items on the screen (trucks, mountains, train, crane).

Talking About the Activity

- Have you ever seen a train?
- Do you know any stories about a train?
- Can we sing the song the train plays when it drives off?
- Did you see your favorite letter in this game? What is it?

Ideas for Expanding the Concepts

- Pick a letter from the alphabet. List words that begin with that letter. Look at the list and discuss the words—what other letters are alike? What letters are different?
- Let the children form a train (hold on to the child in front of them) and walk around the room. Take turns being the conductor and the caboose.

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- Pick a letter from the alphabet. Find items that begin with that letter.
- Pin a letter on each child (write letters on paper). Write a word on the board. Help the children form words according to the letter they are wearing.

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Thinkin' Things 1

Thinkin' Things offers an innovative approach to developing memory, critical thinking, problem solving, and creativity. From repeating musical patterns with orangutans to choosing the appropriate Fripple for customers, children love the opportunity *Thinkin' Things* offers to explore, create and learn.

BLOX-Flying Shapes

Children conceptualize, evaluate and predict behavior as they create kinetic art in this activity. Artistic and intellectual innovation explode while discovering spatial relationships.

BLOX-Flying Spheres

Blend music, art, science and play as children develop analytical thinking skills. This activity allows children to experiment with motion and the illusion of depth. At the same time, children create unique visual effects to interpret different kinds of music.

Feathered Friends

Thinking caps are required when children create the missing birds in *Feathered Friends*. Who would guess children are learning about attributes, similarities, differences, patterns and developing critical thinking skills at the same time?

Fripple Shop

Working in the *Fripple Shop* is a great way for children to expand their knowledge of attributes. Whether looking for a yellow Fripple with stripes and curly hair or a purple Fripple with sunglasses, observation and analytic skills are challenged as children select the right Fripple for each customer.

Oranga Banga

As children play the drum set with *Oranga Banga*, they develop aural skills and memory. Rhythm and sound patterns complemented by visual effects make this activity a tantalizing game few can resist.

Toony Loon

Toony Loon helps children develop auditory and visual memory skills through music. Repeating musical patterns and creating new tunes is a fun way to develop musical skills, memory, and creativity.

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Moving Around

Selecting an Activity

From the main screen in *Thinkin' Things*, click on any of the six blocks to start an activity.

Switching from Question & Answer to Create Mode

Oranga Banga, Feathered Friends, and Toony Loony have two modes: Create Mode—where children may explore, experiment and create, and Question & Answer Mode—where children try to satisfy a character's request. To switch modes, click on either the Q & A or Create button.

Changing Level of Difficulty

By entering the Adult Section (DOS/Windows: press **Ctrl** and **Alt** keys while pressing the letter A ; Mac: press the **Command**, **Option**, and **A** keys), children may change the level of difficulty of questions. *Oranga Banga, Feathered Friends, Toony Loons and Fripple Shop* each have a Grow Slide. These slides set the level of difficulty from beginning to advanced. As children answer questions correctly, more difficult questions are given and the slide on the Grow Slide automatically moves toward the advanced level.

In the activity settings portion of the adult section, the "remember progress" feature can be turned off by removing the x in the remember progress box. The x is removed by clicking on the box.

Exiting an Activity

To exit an activity, click on the Stop Sign to return to the main screen.

Using Special Keys and Features

Access special keys by entering the adult section. To enter the adult section hold down the **Ctrl**, **Alt**, and **A** keys (DOS/Windows) or **Command**, **Option**, and **A** keys (Mac).

Preferences

- Sound Recording section: Click on Don't Allow Recording to hide the record button in BLOX-Flying Shapes.
- Sound Volume : Adjusts the volume (Mac only).
- Single Switch Input : Allows single switch input with scanning. Click on the options box to set the rate and type of scanning.
- Exit *Thinkin' Things* section: Click on No Exit to hide the Stop Sign at the Main Menu. The Stop Sign appears if exit is allowed.

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Activity Settings
Use this area to establish the level of difficulty for each activity, choose whether to remember progress, and choose whether to let children change the difficulty levels.

Leaving Adult Mode
To leave adult mode, click Quit to exit *Thinkin' Things* or Play to return to the main menu.

Leaving the Program

To leave *Thinkin' Things*, click on the Stop Sign on the main menu. If the stop sign has been turned off, press **Command Q** (Mac) or **CTRL Q** (DOS/Windows).

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BLOX-Flying Shapes

Children explore movement and shapes as they use flying shapes to create a new type of montage. One shape or a combination of shapes can be set to motion using the buttons on the screen. Add music, shrink or grow shapes, and makes shapes spin or travel across the screen. Each shape has an associated sound that changes as the size of the shape changes. Make the shape spin and then see what happens! Click on the middle, bottom block to enter the world of *BLOX-Flying Shapes*.

Concepts to Reinforce

- Developing spatial thinking
- Recognizing similarities and differences in shapes
- Thinking strategically
- Expressing creativity

Tips for Reinforcing the Concepts

- Click on the arrows under the shape window to see the different types of shapes. Drag several shapes onto the work area and resize them by clicking on the side of the shape, dragging the mouse to create the new size, then releasing the mouse button.
- Rotate and spin a shape by clicking on the corner of the shape and rotating the shape. Release the mouse button while the shape is being rotated and watch it spin!
- Experiment with sound by making the shapes larger (louder) and smaller (more quiet). Spin the shapes faster and listen to the pitch change.
- Try building a house, boat or car using the shapes. Watch what happens when you change the size of one of the shapes.
- Create a new idea and save it by holding the **Shift** key and pressing a number 1–9. Click on the Idea button to see your new idea.

Talking about the Activity

- Did you build anything with your shapes or did you let them do what they wanted?
- What was your favorite idea?
- Do you have a favorite shape?
- Think of a song that would sound good with your shapes.

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Ideas for Expanding the Concepts

- Pick out an object in the room and talk about all the different shapes that make up the object.
- Make up cards with the different shapes and their names. Give a card to each child and let them find a similar object in the room.
- Cut out several of the primary shapes (circle, square, triangle, oblong, etc.), using different colors for each shape. Let the children play together to build bigger shapes by pasting smaller shapes together. Discover the new bigger shape without losing the smaller ones!
- Go outside (weather permitting) and discover all the different shapes of nature like the shape of leaves, sticks, acorns, and rocks, or the different shapes of the toys on the playground; balls, bats, bases on a baseball diamond.

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BLOX-Flying Spheres

Art, music and science come together in *BLOX-Flying Spheres*. As children toss colorful spheres into motion, they explore depth and perspective. Color, music and motion are combined to choreograph unique artistic pieces using the spheres. To start this activity, click on the large box with balls or spheres on it.

Concepts to Reinforce

- Developing observation and perception skills
- Exploring the illusion of depth
- Developing spatial thinking
- Expressing creativity

Tips for Reinforcing the Concepts

- Click on the Ideas button to see nine different ideas that can be created with the tools arranged along the screen.
- Drag individual spheres into the work window. Set them into motion by clicking on the arrow buttons. Watch as they travel around the screen.
- Change the background of the idea by clicking on the Background button next to the Idea button. Change the color by clicking on the Color button (the one with the red, blue and yellow spheres).
- Create a new idea and save it (children can save up to nine) by doing the following:

  1. Hold the Shift key down
  2. Press a number (1–9)

  The idea is saved and "Your Idea 1" appears on the screen. This idea is now added to the original nine. CAUTION: If you save again using the same idea number, the previous idea will be lost.
- Set your own pace by tossing the spheres: click on the sphere with the mouse button, toss the sphere by releasing the mouse button while moving the mouse. The speed of the sphere is dictated by the speed of the toss.

Talking about the Activity

- Did you save an idea of your own?
- What was your favorite color sphere and background?

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- Did you like music with your idea or did you prefer it quiet?
- Was tossing the spheres kind of hard to do? Did you toss them in more than one direction?
- Can you think of anything in the room or at home that looks like a sphere?

Ideas for Expanding the Concepts

- Create spheres of the earth, moon and sun. Explain that they are different colors and move around the solar system like the spheres in *BLOX-Flying Spheres*.
- Completely color several sheets of paper with crayons. Wad each sheet to form a circle (or sphere). Let the children form a train, holding the sphere up in one hand, putting their other hand on the shoulder of the person in front of them. Walk around the room and create moving spheres.
- Create a mobile using spheres. After watching the mobile rotate, choose music to listen to while the children dance like spheres.
- Discuss what we have that is like a sphere—our eyes, our head, a fist.

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Feathered Friends

Children explore attributes while building birds in *Feathered Friends*. In Create Mode, children experiment with four different attributes (color, shoes, hats, and body parts) as they create *Feathered Friends*. Change to Question & Answer Mode and children test their matching and discriminating skills as they help make the next bird in a series. Click on the box with several birds on it to start this fun activity.

Concepts to Reinforce

- Developing visual discrimination
- Recognizing attributes
- Associating parts with the whole
- Recognizing and completing patterns

Tips to Reinforce the Concepts

- Discuss the four different types of attributes for the *Feathered Friends* (color, body pattern, hat, and shoes) and let the children describe their attributes.
- Let children work as partners. Have one child describe what kind of *Feathered Friend* they want and have the other put it together.
- Click into Question & Answer Mode. As a group, discuss what type of attributes the *Feathered Friends* have and how to build the next one. Let someone in the group select the attributes for the next chick.

Talking About the Activity

- If you were a *Feathered Friend*, what type of hat would you wear? What kind of shoes? What color would you be?
- Describe what kind of *Feathered Friends* your family has.
- What kind of patterns can we find in the room?

Ideas for Expanding the Concepts

- Cut out seasonal pictures from magazines. Talk about the seasons. Divide students into four groups (one for each season) and have them find the pictures that go with their season.
- Let the children form pairs, discuss what attributes they have in common and then what attributes differ.
- Pick out an attribute; (flat, round, spotted, blue) and let each child find an

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object in the room that has that attribute.

- Sit in a circle and close your eyes. Take turns letting a child describe an object while the other children guess what the object is.
- Put several objects in a box. Take the objects out one at a time and see if the children can find a similarity with the last object that came out of the box.

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Fripple Shop

Filling customer orders for Fripples helps children distinguish between attributes, using both visual and auditory senses. Children may see and talk to the customer at the door, hear the customer on the phone, or see an order on the fax machine. As orders are correctly filled, the questions get harder. To enter the *Fripple Shop*, click on the block in the lower right-hand corner of the main screen.

Concepts to Reinforce

- Recognizing attributes
- Determining same and different
- Recognizing AND, OR, and NOT relationships
- Developing visual discrimination

Tips for Reinforcing the Concepts

- Before play begins, discuss the different attributes for each Fripple. After explaining the first few, let the children tell what they see as the individual attributes.
- Ask the group to point out all the purple Fripples, all the straight-haired Fripples, all the striped Fripples with straight hair, etc.
- Click on the door to fill an order for a Fripple using both visual and auditory senses. Then answer the phone for an auditory-only order and last, fill a fax order for a Fripple.
- Take orders from children, being sure to include AND, OR, and NOT situations.

Talking About the Activity

- What kind of Fripple is the teacher?
- What kind of Fripple are you? What kind would you like to be?
- Do you have any other Fripples in your family? What do they look like?
- What would a Halloween Fripple look like? What about a Santa-Fripple?
- What would a mountain Fripple look like? A desert Fripple?

Ideas for Expanding the Concepts

- Give each child a Fripple name, let them describe themselves and what kind of Fripple they are.

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- Make Fripple groups out of the children. For instance, a girl and boy Fripple, one with curly hair and one with straight hair.
- Play a Fripple game much like Mr. Potato Head. Put interchangeable eyes, ears, hair, and hats on a potato to create different Potato-Fripples.
- Cut out pictures from a magazine and have the children find the Fripple with the blue dress, long hair, or a big hat.

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Oranga Banga

Oranga Banga has two modes: Create mode and Question & Answer. In Create mode, children explore sounds and compose patterns. In Question & Answer mode, Oranga plays patterns for children to recognize, remember, and repeat in order to develop and strengthen memory skills. Things get tough when children turn off Oranga's spotlight! To enter the world of *Oranga Banga*, click on the top left block on the main screen.

Concepts to Reinforce

- Developing auditory discrimination
- Enhancing visual and auditory memory
- Creating and repeating patterns
- Learning and recognizing percussion instruments

Tips for Reinforcing the Concepts

- Learn each sound by clicking on the instrument. Name the instruments as you listen to their sounds. Pick a common song or nursery rhyme and repeat its rhythm using only one of the instruments. Next, take the same song and repeat the rhythm using two instruments. Keep building until all instruments are used.
- Let the children make up a song about Oranga and set it to music.
- Sound each instrument and let the children make up a sentence or story using that sound. For instance, "We were all hungry when the gong sounded for dinner."
- Pick several instruments and make a short rhythm. Click on the Repeat button and let the children dance in a circle.
- Click on Q & A mode and repeat the sounds Oranga Banga makes.

Talking About the Activity

- Which was your favorite sound?
- Did you think any of the sounds were happy, sad, or scary?
- Would you rather play with the lights on or off?
- What things do you have at home that make different sounds?
- Do you like to dance to music?

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Ideas for Expanding the Concepts

- Select several objects from the room. Ask the children to hide their eyes, then strike an object and let the children guess which object it was.
- Let the children form a band using objects in the room as instruments. Pick a song and let them play their instruments and sing the song.
- Let each child pick their favorite instrument sound and pretend they are that instrument. Choose someone to be the conductor and point to each child to make their sound. Start slowly at first, but gain speed and make a song.
- Play the game outlined above using real rhythm instruments.

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Toony Loon

When children click on the *Toony Loon* in the top right-hand corner of the Main Menu, they enter the world of musical imagination. In Create Mode, children make up their own musical patterns on Toony's Xylophone. Whether using the rubber band xylophone, the glasses, or the chickens (that's right—chickens!), children enjoy experimenting with timbre and composing tunes. In Question & Answer mode, children develop the ability to repeat musical patterns played by *Toony Loon*. Increase the challenge by letting *Toony Loon* play in the dark!

Concepts to Reinforce

- Developing auditory discrimination
- Developing auditory memory
- Creating and repeating patterns
- Expressing creativity and musicality

Tips for Reinforcing the Concepts

- Click on the New button and explore the different types of tunes with the glasses, logs, string, and chickens.
- Let each child become a tune, sound, or an animal (cows, dogs, cats, pigs). Line up the children and be a conductor, pointing to each child to make his sound. Combine the sounds to mimic favorite songs.
- Create a simple rhythm with one of the xylophones. Click on the Repeat button and let the children dance to the tune.
- Switch to Question & Answer mode and try to repeat the tunes created by *Toony Loon*.
- In Question & Answer mode, turn out the lights by clicking the Lights Off button, then listen as *Toony Loon* plays his tune. Try to repeat the tune when the lights come back on.

Talking About the Activity

- What type of tune did the chickens make? What about the glass and the log?
- If you were a tune, what would you sound like?
- Does it scare you to listen to *Toony Loon* with the lights out?
- Which was your favorite xylophone?

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- What is your favorite musical instrument? A drum, guitar, flute?
- What kind of sound did you like best?

Ideas for Expanding the Concepts

- Let each child find an object in the classroom to use as their instrument. Experiment with the different types of sound and form a band. Chime the instruments to familiar songs or nursery rhymes.
- Take each of the instruments the children have found and have them cover their eyes. Play each of the instruments and see if they can guess what it is.
- Play the High/Low game. Squat low on the ground and make a quiet noise. As the children get higher and higher, the noise gets louder and louder. At the end, let the children jump as high as they can and yell as loud as they can!
- Cut a hole in the middle of one side of some boxes, then make rubber band guitars by stretching rubber bands around the boxes. If possible, put two or three rubber bands of different thicknesses around each box. Sit in a circle and listen to each other's guitars. Play *Dueling Banjos*—let one child pluck a short phrase, then let the group repeat it back. Let the phrases get progressively longer.

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Teachers, Computers & Kids

by Suzy Crowe & Elaine Penney

The world of the computer is a wonderful playground limited only by our understanding of how to integrate computer play into early childhood settings. *Teachers, Computers & Kids* helps early child-hood educators use developmentally appropriate software such as, *Just Grandma and Me, Bailey's Bookhouse, Reader Rabbit, Busytown* and 14 other programs. The book includes strategies for using the programs, ideas for games to play, simple questions to help children associate their discoveries with their world, and fun activities to do away from the computer.

Every chapter begins with a description of one of the software programs and basic instructions on how to use the software. For every activity within a program there are four sections:

- Concepts to Reinforce
- Tips for Reinforcing Concepts
- Talking about the Activity
- Ideas for Expanding the Concepts

Children's computer time need not be an isolated event. Instead, we can build on children's enthusiastic computer exploration by expanding on the ideas away from the computer. *Teachers, Computers & Kids,* the first book in the Kids and Computers series, is an excellent resource for integrating computers into early childhood settings.

203 pages
Wirebound: $24.95 **ISBN: 1-887899-00-6**

To order *Teachers, Computers & Kids* send prepayment (check, money order, Visa or MasterCard) for $24.95 plus $3.75 for first copy and $1.75 each additional copy. New Jersey residents add 6% sales tax. Return to: STCS Book Distribution Services, P.O. Box 246, Glassboro, NJ 08028 or call 1-800-266-5564.

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